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ABSTRACT

This document, divided into four chapters, reports on the annual workshop activities of the North Central Association. Chapter 1 presents elements of the teacher education project and lists the participating institutions. Chapter 2 provides general information regarding sponsorship, personnel, special presentations, and workshop organization. Chapter 3 presents three theme group reports, which are entitled: (a) "Selection and Retention of Teachers Through the Use of Performance-Based Criteria in Teacher Education: Definitions, Rationale, Goals"; (b) "Pre-Service Implications of Performance-Based Teacher Education"; and (c) "Inservice: Relevant Growth for Teachers Throughout Their Careers." Chapter 4 contains 24 individual reports relating to the theme of performance-based teacher education. (PD)

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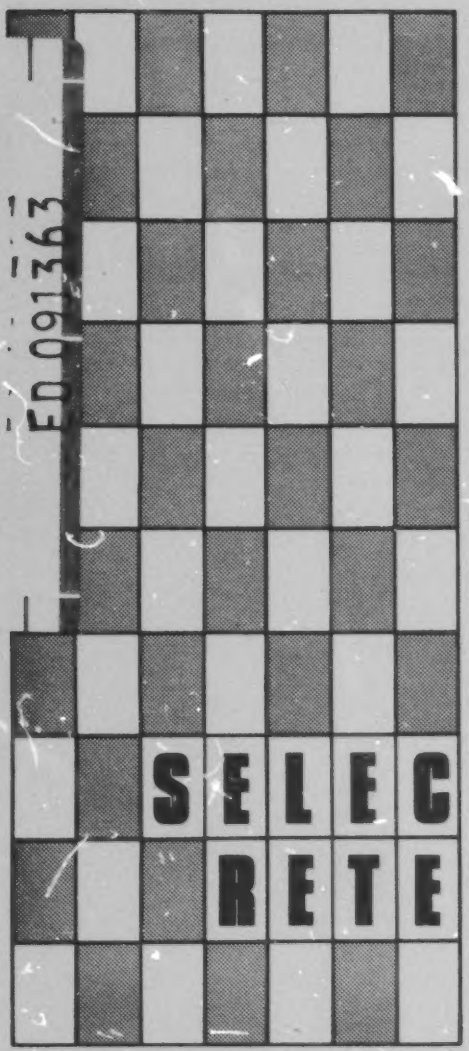

SELECTIVE RETENTION

26th NCA Teacher Education Workshop

Edited by:
J McClure
J Strouse
D Jones

SP008 036

FOREWORD

The following document is the report of the twenty-sixth North Central Association Teacher Education Summer Workshop. The theme for the workshop activities was identified by the Committee on Institutions for Teacher Education as Performance Based Teacher Education: Selective Retention. As had been true of each of the previous twenty-five workshops, opportunity was provided for each individual workshopper to represent his home institution as a contributor to the collective efforts of the total workshop. In keeping with past workshops every effort was made to focus the interests and concerns which each individual possessed toward the single general theme of the workshop.

Building upon an outstanding 25th workshop which studied Performance Based Teacher Education, this report will reflect a continued growth and refinement in the understanding of PBTE. Throughout the three-week workshop herein reported special focus was directed toward the application of PBTE techniques in Selective Retention. A broad expanse of activities resulting in study, frustration, synthesis, search, questioning, incubation, challenge, and application served the needs of the various workshoppers.

The written report which follows can, at best, provide only a partial summarization of the cognitive production resulting from the workshop. Of equal importance and significance, however, was the broad array of affective encounters which every participant experienced.

The total experiences and inter-personal relationships encountered by the workshoppers and staff members were in and of themselves valuable contributions toward a greater understanding of the dynamics of teacher education. The housing arrangements and social encounters for workshop participants contributed much to this goal.

The total success of the workshop must be attributed to the efforts of each individual workshopper. However, it was through the skillful efforts of Dr. John Strouse and Dr. James McClure, co-directors of the workshop, that unity and continuity were achieved.

For the final production of this report I am personally indebted to Dr. James McClure, Dr. John Strouse, Mrs. Juanita Wells, Mrs. Jean Redburn, Mrs. Mary Jo Phillips, and Mrs. Ildiko Meyer, all of whom have exerted special skills and energies in bringing this publication to fruition.

Donald W. Jones, Chairman
NCA Sub-Committee on Institutions
for Teacher Education

TWENTY-SIXTH ANNUAL REPORT OF THE

NORTH CENTRAL ASSOCIATION TEACHER EDUCATION SUMMER WORKSHOP

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CHAPTER I

THE COOPERATIVE PROJECT

Elements Of The Teacher Education Project

Principles of the Project

The Teacher Education Project is founded upon the following convictions:

That the colleges can and should cooperate.

That regional cooperation has a place, along with the state plans of working together, and national programs such as those sponsored by the American Council on Education, the American Association of Colleges for Teacher Education, and the National Education Association.

That the colleges have within them the potentials of leadership and growth necessary to bring great improvement in higher education. This is not to disparage the use of outside "experts" in college work, but to stress the idea that our real hope must always lie within ourselves.

That cooperation, the sharing of ideas, is a definite stimulus to creativity in a college staff. Cooperative projects have always demonstrated that we grow by giving and that we achieve by sharing.

That self-analysis and self-study are the basis of sound institutional development.

Sponsorship and Direction

The Teacher Education Workshop is one of several projects sponsored by the Subcommittee on Institutions for Teacher Education of the Commission on Research and Service of the North Central Association of Colleges and Secondary Schools.

The members of the Committee on Institutions for Teacher Education which directs the entire project are:

Leon Billingsly 1972-73 through 1977-78
President, Missouri Southern State College
Joplin, Missouri

R. C. Gillund 1970-71 through 1975-76
President, Dickinson State College
Dickinson, North Dakota

Eugene Hughes 1972-73 through 1977-78
Vice President for Programs
Northern Arizona University
Flagstaff, Arizona

Donald W. Jones, Chairman 1969-70 through 1974-75
Director, Secondary Teacher Education
Ball State University
Muncie, Indiana

Edwin C. Nelson 1971-72 through 1976-77
President, Chadron State College
Chadron, Nebraska

The Subcommittee is responsible for finances of the project, for determining major policy, and for general supervision and direction of the project. It is assisted by a number of staff members known as coordinators. The coordinators for 1972-73 are:

F. Clark Elkins 1969-70 to 1973-74
Vice President in Charge of Instruction
Arkansas State University
State University, Arkansas

Calvin E. Harbin 1972-73 to 1975-76
Dean of Education
Fort Hays Kansas State College
Fort Hays, Kansas

John Strouse 1972-73 to 1975-76
Workshop Co-Director
Ball State University

Don O. Lyon
Department of Educational Administration and Supervision
Ball State University (Workshop Co-Director)

Donald W. Jones, Chairman
Director, Secondary Teacher Education
Ball State University (Chairman of Teacher Education Project)

Harry Scott 1971-72 to 1974-75
West Virginia State College
Institute, West Virginia

These coordinators serve the workshop, make annual visits to colleges, and stimulate and facilitate inter-institutional collaboration. Both committee members and coordinators devote part time only to the work. There are no paid personnel connected with the project.

The Summer Workshop

An annual workshop is held in the summer. Each participating college is invited to send one or more faculty members from any academic discipline to this workshop.

The following experiences are planned to provide maximum benefit to both the individual participants and the member institutions:

1. A central theme or problem is identified prior to the workshop. Approximately one-half of the participant's time and effort is directed toward consideration of this theme. Discussions are held to clarify the issues and to share ideas. Library facilities, faculty members, and other resources of the host college or university are available and are used. The workshoppers determine their own procedures, and speakers or consultants are used to stimulate thought. A written report is prepared and these reports are discussed during the final week of the workshop. The written report becomes a major part of the annual report of the committee which is distributed to all participating institutions, workshoppers, and other interested persons.

2. During the pre-workshop planning period the participant is asked to identify a problem or an area of concern which is of special interest to him or to the faculty of his college. These topics are made known early in the first week of the workshop, and workshoppers are encouraged to study these matters either individually or to use other workshoppers as resources.

3. Special consultants are invited to present cogent ideas to the workshop. Stimulation and valuable discussion result from the contributions of carefully selected guest speakers.

4. Several other kinds of experiences are worthwhile by-products of the workshop. The chief function of the workshop is to provide stimulus to local campus leaders so they may function even more effectively during the year ahead in their respective colleges. To this end, the workshop provides:

   Experiences in democratic living such as can be practiced on one's own campus. This is done through extensive use of participant planning in the workshop program, through participant evaluation of the workshop activities and most of all, through a friendly spirit of informality and good will.

   Rich resources for the study of problems of concern on the local campus. The resources of a great institution of learning and a stimulating group of co-workers are brought to bear upon the problems which the participants have been charged by their colleagues to work on. This carry-over to the work of the year ahead is of major importance.

   Provide an understanding of the purposes and values of the whole cooperative project. The workshop provides opportunity for sharing experiences in the strategy of local action. Not only through sessions devoted directly to such problems, but even more through informal discussions of the ways of best using the resources of the project are examined.

Unusual opportunities to study intensively with persone of like interests on common problems and with persons of dissimilar interests on all sorts of problems. The workshop group includes persons engaged in many different kinds of fields of work in higher education and at the same time a number of groups of two or more people with similar experiences.

Opportunities to have a good time with congenial people. The workshoppers, for the most part, live in a university dormitory. They eat together and join in the recreational advantages of the university and community and carry on social activities planned by their own social committee.

Presidents' and Deans' Workshop

A workshop and a luncheon is scheduled each year during the annual meeting of the North Central Association. This workshop is attended by presidents, deans, and other interested individuals and provides an opportunity for reporting directly to these individuals on the progress of the project.

This workshop is sponsored jointly by the Committee on Institutions for Teacher Education and the Committee on Undergraduate Education.

The Visits of the Coordinators

A staff member, known as a coordinator, visits each participating college annually, unless the institution chooses one of the alternatives outlined below. The visit is for not less than one day and not more than two. The purpose of the coordinator's visit is to encourage, stimulate, and facilitate the efforts of the local faculty. Since he also visits a number of other colleges, the coordinator brings to each college the results of faculty work in other institutions. He serves as a general consultant, and not as an expert or a specialist. At the same time he relays information to the Committee about work in local colleges which presumably would be helpful in making future plans and policies.

Coordinators are recruited from the ranks of former workshop participants. The term of service of a coordinator is limited to not longer than five years. This practice increases the possibilities of the project for inservice development of personnel, and at the same time provides a steady supply of new leadership in the project itself.

Alternatives to the Coordinator's Visit

Instead of having a visit every year by one of the regular coordinators, a college participating in the Teacher Education Project may elect any one of four alternatives. These alternatives are open for use during any academic year upon application before September 30 by any institution which actively participated in the Subcommittee's project during the year immediately preceding. The deadline date is necessary in order that the use of the alternatives may be taken into account in planning for the coordinators' visits. These visits must be planned to include two or three colleges in one trip, so as to conserve the coordinator's time and the project funds. An institution may elect to use the alternatives during two of any three years, with a visit from a regular coordinator taking place during the

remaining year. The visit is retained on this limited basis because of its values in stimulating institutional studies and as an avenue of sharing with other participating colleges.

1. The first alternative is that of the Regional Work Conference. Such an event may be planned by the participating colleges in one or two states, with or without attendance at the conference by institutions not in the project. In general, the purpose of the conference would be to have a relatively small number of colleges work intensively over a period of perhaps two days on some rather clearly defined educational problem. Each institution eligible to use this alternative will be reimbursed for actual expenses in connection with the conference up to the amount of $90.00 (representing the coordinator's honorarium and the average of the coordinator's travel expenses for one college). A portion of this sum could also be used for defraying the central expenses of the conferences, such as an outside speaker, printing, etc. Under this alternative the Subcommittee will send one of its regular coordinators to the work conference, and will defray the honorarium and travel expenses involved. The primary reason for sending the coordinator to the conference is to have him meet with these campus leaders from participating institutions as a group and, where necessary, individually. He may also assume a nominal assignment in connection with the conference, but, if he is given a major role, he should be properly compensated by the colleges conducting the conference. In no event, however, should this responsibility interfere with the coordinator's primary purpose of giving adequate time to the chairmen of the work conference.

Finally, the colleges undertaking the work conference will be expected to prepare a report summarizing the results of the conference for distribution to all institutions participating in the project of the Subcommittee. The latter will bear the cost of mimeographing and distributing this report.

2. A second alternative to the coordinator's visit is the Intervisitation Project. A small number of colleges in the same region may join in an arrangement whereby each takes a turn serving as host to a delegation of visitors from each of the others. Careful plans must be made by the host college so that the visit will have maximum values for the staff members from other institutions, who may spend part of their time in making observations, but who also will engage in intimate discussions with one another and with their hosts.

Each of the participating colleges taking part in such an intervisitation plan will be reimbursed for expenses actually incurred, up to the amount of $90.00. The Sub-committee will also bear the cost of mimeographing and distributing to the colleges participating in its project any report prepared on the results of the intervisitations.

3. A third alternative to the coordinator's visit is the Cooperative Research Study. Two or more participating institutions may join in research on a common problem with, again, reimbursement made for expenses actually incurred up to the amount of $90.00 to each college involved. In addition, these colleges may request the services of some expert in the area of their research project who lives within reasonable traveling dis-

tance. When the choice of this expert, who will be known as a specialist-coordinator, has been approved by the Subcommittee, they will defray the cost of his honorarium and travel expenses for one visit during the year to a joint meeting with representatives from the colleges cooperating in the study. Finally, these colleges will be expected to prepare a report over their undertaking, when they have concluded it, with the Subcommittee defraying the cost of reproducing it and distributing it to all colleges participating in their project.

4. The fourth and last alternative to the visit by a regular coordinator consists of a visit by a Specialist-Coordinator, and involves only a single institution. A college participating in the Subcommittee's project may be working intensively on some problem on which it desires consultation with an expert. It may then request the Subcommittee for permission to have a visit by a qualified person. Upon arrival of the proposal, arrangements may be made for a visit during the year by such a specialist-coordinator with reimbursement for the honorarium and travel being made by the Subcommitte for expenses actually incurred up to the amount of $90.00.

In both of the last two alternatives, the specialist-coordinator will be expected to submit a brief report to the Subcommittee in order that they may be kept informed on what is being done in connection with the project in the college or colleges with which he has been working.

Publications

Publications of reports on significant developments of the workshop program are desirable when funds are available. One rather full report published in 1956, Improving Teacher Education Through Inter-College Cooperation, by Hill and others, attempts to give a helpful analysis of the cooperative project through its first eight years of service. Special emphasis is given to the various activities with specific illustrations which have been directed on the different college campuses toward the improvement of teacher education.

The reports of the summer workshop are regular publications of the Teacher Education Project, a report of the conference is also published and is distributed to member institutions. Titles of the most recent publications are:

1970-71 "Human Relations in Teacher Education"

1971-72 "Innovations in Human Relations in Teacher Education"

1972-73 "Performance-Based Teacher Education"

1973-74 "PBTE: Selective Retention"

The Sub-Committee on Institutions for Teacher Education sponsors numerous small research endeavors. Such activities are reported to all member institutions. While not limited to single purpose investigations, the nature of most reports is quite specific.

PARTICIPATING INSTITUTIONS

Eligibility for Membership

An accredited institution of higher education in the North Central Association area is eligible to participate in this project if it emphasizes teacher education or is a member of the American Association of Colleges for Teacher Education

All eligible institutions are kept informed of the work of the project through the monthly "house organ" of the project, and annually have had an invitation to become participating institutions. To participate, each institution pays an annual fee of $300 00 and bears the cost of sending a representative or representatives to the annual workshop.

Below is listed essential information regarding each of the 17 schools which elected to participate in the project. In addition to the name of the institution are included the names of the presidents and the 1973 workshop representative.

Institution	President	Workshopper
Andrews University	Richard Hammill	Cecil L. Gemmell
Arkansas State University	Carl R. Reng	Sue Davidson
University of Arkansas at Little Rock	G Robert Ross	Vivian T. Hegwood
University of Arkansas at Pine Bluff	Lawrence A. Davis	Katie J. Pierre
Ball State University	John J. Pruis	Jake H. Reams
Chadron State College	Larry A Tangeman	C. Marjorie Holtom
Dickinson State College	R. C. Gillund	Travis Haakedahl
Harris Teachers College	Richard Stumpe	Irene Wright
Fort Hays Kansas State College	John W. Gustad	K. Richard Baker Louis Fillinger
Minot State College	Gordon B Olson	Veronica Grimes
Missouri Southern College	Leon C. Billingsly	Ross C. Snyder
National College of Education	Calvin E. Gross	Roberta Anderson
Oklahoma Panhandle State College	Thomas L. Palmer	Royal H. Bowers
The School of the Ozarks	M Graham Clark	O Ray Gibson
St. Cloud State College	Charles J. Graham	Lawrence B Smelser
West Virginia State College	William J. L. Wallace	Ruth F. Winowich James D. Thomas
University of Wisconsin - Platteville	Bjarne R Ullsvik	Dale Vertein

CHAPTER II

THE 26th ANNUAL WORKSHOP
Summer, 1973

Purposes of the Workshop

The summer workshop is one of the basic activities of the cooperative project and is designed to serve the institutions and their individual representatives. It is described beginning on page two of this report.

Sponsorship

The 1973 Workshop has been made possible by the generous help of Ball State University. It is a joint project of the Department of Secondary, Adult, and Higher Education and the total University. While each participating institution and its representatives bear the living expenses as well as the travel expense and fees of the participant, these contributions do not meet all of the costs of the workshop. Ball State University makes up the difference as a contribution to the improvement of teacher education.

The Sub-Committee on Institutions for Teacher Education contributes funds for a permanent library of useful books. It makes available its extensive files of resource materials for the workshop and ties it in with continuing activities of the year.

Each participating institution chooses one or more representatives and defrays most of the expenses of this person or persons to the workshop. These representatives return to their campuses to continue or to assume positions of leadership in the college activities in relation to the project.

Workshop Personnel, 1973

Participants

Roberta Anderson, Graduate Faculty in Supervision and Curriculum, National College of Education, Evanston, Illinois

Richard Baker, Associate Professor, Kansas State College, Fort Hays, Kansas

Juma Gul Bandawal, Vice President of Teacher Education Department, Ministry of Education, Afghanistan, Doctoral Fellow at Ball State University, Muncie, Indiana

Royal Bowers, Dean of Instruction and Professor of Psychology, Panhandle State College, Goodwell, Oklahoma

Sue Davidson, Professor of Elementary Education, Arkansas State University, State University, Arkansas

Louis Fillinger, Associate Professor of Elementary Education, Fort Hays Kansas State College, Hays, Kansas

Cecil Gemmell, Professor of Education, Andrews University, Berrien Springs, Michigan

O. Ray Gibson, Associate Professor of Education, School of the Ozarks, Point Lookout, Missouri

Veronica Grimes, Assistant Professor of Elementary Education, Teacher in the Experimental School, Minot State College, Minot, North Dakota

Travis Haakedahl, Assistant Professor of Elementary Education, Dickinson State College, Dickinson, North Dakota

Vivian Hegwood, Supervisor of Secondary Students and Assistant Professor of English, University of Arkansas at Little Rock, Little Rock, Arkansas

Marjorie Holtom, Associate Dean of Students, Chadron State College, Chadron, Nebraska

Katie J. Pierre, Associate Professor of Education, University of Arkansas at Pine Bluff, Pine Bluff, Arkansas

Jake W. Reams, Professor of Industrial Education and Technology, Ball State University, Muncie, Indiana

Denny Schroer, Doctoral Fellow, Ball State University, Muncie, Indiana

Lawrence Smelser, Associate Professor - Library and Audiovisual Education and Learning Resources, St. Cloud State College, St. Cloud, Minnesota

Ross C. Snyder, Director of Instructional Media and Associate Professor of Education, Missouri Southern State College, Joplin, Missouri

James D. Thomas, Chairman, Department of Education, West Virginia State College, Institute, West Virginia

L. Dale Vertein, Professor of Education, University of Wisconsin at Platteville, Platteville, Wisconsin

Ruth Winowich, Assistant Professor of English, West Virginia State College, Institute, West Virginia

Irene Wright, Dean of Instruction, Harris Teachers College, St. Louis, Missouri

Workshop Staff

Donald W. Jones	NCA Committee Chairman
John P. Strouse	Workshop Co-Director
James McClure	Workshop Co-Director
F. Ray Saxman	Workshop Co-Director
Donald O. Lyon	Workshop Co-Director
Juma Gul Bandawal	Doctoral Fellow
Juanita Wells	Secretary
Jean Redburn	Secretary

Visiting Lecturers and Consultants

John J. Pruis, President, Ball State University, "Welcoming the NCA Workshop" to Ball State University.

Richard Burkhardt, Vice President for Academic Affairs, Ball State University and President of the North Central Association of Colleges and Secondary Schools, "The North Central Association Today."

Richard Hersch, Professor of Education, University of Toledo, "Performance Based Teacher Education - A Model Program."

Harrison Gardner, Professor of Education, Purdue, University, "Performance, Identification, and Measurement in Field Experiences."

Carson Bennett, Professor of Psychology, Ball State University, and

Frank Sparzo, Associate Professor of Psychology, Ball State University, a panel discussion on "Humanistic and Measurement Dimension of Performance Based Teacher Education."

Leslie J. Mauth, Associate Dean, Teachers College, Ball State University, "Reflections on Teacher Education."

John R. Emens, President (retired) Ball State University, "Faculty Role in University Administration via Policy Formulation."

John Dunworth, Dean, Teachers College, Ball State University, "Teacher Education - International."

In addition to the aforementioned individuals who made special presentations to the entire workshop, many resource people located in a variety of departments and administrative posts at Ball State University assisted and consulted with individuals regarding their individual projects and group efforts. In addition, interviews were scheduled for the participants with Ball State faculty members whose campus responsibilities were like their own.

Special Presentations

Dr. Richard Hersch of the University ot Toledo explained the process whereby the Performance Based Teacher Education program was instituted at the University of Toledo. The PBTE model they have developed incorporates behavioral specifications, pre- and in-service training, individualized

instruction, and criterion referenced evaluation. He explained that five specific areas of teacher competency - instructional organization, societal factors, learning-teaching process, educational technology and research were identified and included in the teacher education program. Dr. Hersch suggests that the processes involved in the development of a PBTE program are likely to have as much of a positive effect upon the improvement of teacher education in any given institution as the product.

Dr. Harrison Gardner of Purdue University presented an objective procedure for identifying behaviors which gave evidence of the degree of attainment of specified competencies. He described an instrument being developed at Purdue University to assist in supervision and evaluation of student teaching activities. Seventeen areas of competency were identified and behavioral statements which describe five levels of competence ranging from inexpert to professionally expert are checked by the observers.

Dr. Leslie Mauth, Associate Dean of Teachers College at Ball State University, presented his "Reflections on Teacher Education" - a repeat performance from last year's workshop by popular demand. His thoughtful and provocative analysis of past practices, present difficulties, and sincere projections of hoped for future developments stimulated a lively and analytic discussion.

Dr. John R. Emens, past President of Ball State University, presented an interesting way of viewing a university from many different perspectives. He particularly focused upon the role of faculty members in university administration via the various means of policy formulation.

Workshop Organization

General Sessions

As shown in the Workshop Calendar, there were several general sessions each week. Usually each workshop day opened with a brief assembly for the purpose of making announcements and reports of concern to the entire group. Informal group gatherings occurred at coffee breaks in the mid-morning and at meals. One of the general sessions during the final week was devoted to reports from the various working groups. These reports provided each working seminar a means of integrating and evaluating its work, gave each participant an account of the achievements and problems of other work groups, and provided a body of research and opinion in various aspects of teacher education to be added to the similar contributions of past workshops.

Seminar Participation

Theme Groups After the introductory orientation sessions which emphasized elements of the theme, the participants devoted time to planning for seminar study, and groups focused on the announced theme of the workshop: "Selection and Retention of Teachers Through Performance-Based Criteria." After discussion, the participants decided to concentrate their efforts in the areas listed below. All workshoppers then chose one of these topics, and the total group of workshoppers were thus divided into three committees to study and report on these aspects of the general theme. Each participant is named in the section which that person helped to produce:

Group I: Selection and Retention of Teachers Through the Use of Performance-Based Criteria in Teacher Education: Definitions, Philosophy, Goals

Jake H. Reams
Juma Bandawal
Vivian Hegwood
Ross C. Snyder

Group II: Pre-Service Implications of Performance-Based Teacher Education

Dick Baker
Royal Bowers
Sue Davidson
Louis Fillinger
Cecil Gemmel
O. Ray Gibson
Travis Haakedahl
Marjorie Holton
Katie Pierre
James Thomas
Dale Vertein
Ruth Winowich

Group III: In-Service Relevant Growth for Teachers Throughout Their Careers

Irene M. Wright
Roberta Anderson
Dennis Schroer
Lawrence Smelser
Veronica Grimes

Individual Projects. Approximately one-half of each person's time was spent on the assignment or matter of concern brought to the workshop from his own campus. These problems were explained to the group and in many cases participants found topics of common concern with others.

The list of individual problems studied during the 1973 workshop follows below:

Roberta Anderson, "An Abstraction"

K. Richard Baker, "Accountable for What"

Juma Bandawal, "The Effect of Class Size on Teaching Performance"

Royal Bowers, "What Do Drop-outs Tell Us?"

Sue Davidson, "Approaches and Components of Teacher Education Programs"

Louis Fillinger, "Competency Based Instruction and the Affective Domain"

Cecil Gemmel, "A Proposed Pre-professional Field Experience"

O. Ray Gibson, "Is PBTE for Everyone?"

Veronica Grimes, "A Plea for 'Personalization' Rather than 'Individualization' in the Philosophy of Modern Education"

Travis Haakedahl, "The Initial Field Experience"

Vivian Hegwood, "An Adaptation of a Questioning Module"

C. Marjorie Holtom, "Between the Dark and the Daylight: A Look at Personnel Services in Teacher Education"

Katie J. Pierre, "An Interdisciplinary Module: Teaching Science Through the Language Arts Mode"

Jake W. Reams, "Curriculum Process Module"

Dennis Schroer, "An Elementary Principal Internship"

Lawrence Smelser, "Instituting a PBTE Program in Teacher Education: How Can it be Done?"

Ross C. Snyder, "The Role of the Learning Resource Center Faculty and Staff in PBTE: A Search of the Literature"

James Thomas, "Selected Rights of Students in Teacher Education Programs" and "Opinions Regarding Selected Potential Changes in Post Secondary Education and Their Degree of Impact on Teacher Education"

L. Dale Vertein, "The Evaluation of the Behavioral Outcomes Approach"

Ruth Winowich, "Can PBTE Produce Successful Teachers?"

Irene Wright, "Comprehensive Plan for Individualized Self-Renewal: A Staff Development Design for Urban Education"

Staff members were available and met with individuals or groups which were studying the above topics. All participants registered for six quarter hours of University credit and were required to submit written reports.

Procedural Committees

Three committees were organized to handle routine work necessary to an effective workshop.

1. The Resource Committee was in charge of setting up procedures for the utilization and accounting for the books and materials in the workshop library and the resource files. This committee also explored and reported to the group the procedures for using the University libraries. The scheduling of special reports by fellow workshoppers was completed by the Resource Committee.

James Thomas, Chairman	Louis Fillinger
L. Dale Vertein	Irene Wright
Dennis Schroer	Katie J. Pierre
Juma G. Bandawal	

2. The Production Committee was asked to accept major responsibility for providing guidance to the total workshop in the planning and preparation of written reports. Some editorial services were arranged, and a common access to secretarial assistance was maintained.

Cecil Gemmel, Chairman	Ruth Winowich
Vivian Hegwood	Lawrence Smelser
Roberta Anderson	Veronica Grimes
Sue Davidson	

3. The Social Committee was active throughout the entire three week period. A wide variety of activities were arranged, some of which were designed for all, while others met the wishes of small groups.

Majorie Holton, Chairman	Ray Gibson
Royal Bowers	Jake Reams
Ross Snyder	Richard Baker
Travis Haakedahl	

Sample Workshop Schedule

Sunday	2:30-5:30	Workshoppers Arrive
	6:00	Dutch - Get Acquainted Dinner
Monday	9:00-11:45	Welcome, Introductions, Workshop Organization
	1:00	Greetings by Leslie Mauth, Associate Dean of Teachers College
	2:00	Committee Organization
	2:30	Job-Alike Campus Interview with Ball State Faculty
Tuesday	9:00	Dr. Richard Hersch, University of Toledo "PBTE-Model Program"
	10:30	Break
	11:00	Dr. Richard Hersch
	12:00	Lunch
	1:00	Dr. Richard Hersch
	2:30	Break
	3:00	Procedural Committee Meetings
Wednesday	9:00	Group Problem Identification
	10:30	Break
	11:00	Organizational Task Group Meetings
	12:00	Lunch
	1:00	Panel-Humanistic and Measurement Dimension of PBTE, Members: Dr. Carson Bennett and Dr. Frank Sparzo, Educational Psychology, Ball State University
	2:30	Problem Refinement

Thursday	9:00 10:00	Task Organization Report on Individual Project Undertakings
	1:00	Remarks by President John Pruis, Ball State University
	2:30	Break Work Time
	8:00	Social Evening-Home of John Strouse
Friday	9:00	NCA committee and coordinator reports
	10:00	Vice President Richard Burkhardt, "NCA Today".
	1:00	Worktime
Saturday		Free for Recreation and Study

Other Workshop Activities

The entire group was welcomed the first evening with an informal punch-coffee on Monday in the faculty lounge of the Teachers College Building. Members had the opportunity to relax and to become acquainted with one another. The informal atmosphere that became associated with this initial evening continued for the remainder of the workshop. Many other pleasant evenings followed at picnics, movies, or dorm parties.

The recreational activities were varied. Many of the members chose to go bowling, swimming, bicycling, or to play tennis. Others preferred to relax in the dorms playing bridge, canasta, pingpong, or shuffleboard.

Highlights for the whole group included a social evening at the home of Dr. John Strouse, and a culminating dinner at the end of the workshop. Another exciting feature was a trip to "Glass Days" at a nearby town which is the home base of two large glass manufacturing firms.

I. SELECTION AND RETENTION OF TEACHERS THROUGH THE USE OF PERFORMANCE-BASED CRITERIA IN TEACHER EDUCATION: DEFINITIONS, RATIONALE, GOALS

by

Jake W. Reams, Chairman, Ball State University
Juma Bandawal, Ball State University
Vivian Hegwood, University of Arkansas at Little Rock
Ross C. Snyder, Missouri Southern State College

INTRODUCTION

The theme of the 1973 NCA Workshop is Selection and Retention of Teachers through the Use of Performance-Based Criteria in Teacher Education. This is a timely topic of concern to the NCA, the AACTE, and the NCATE and an appropriate follow-up of last year's study of "Performance-Based Teacher Education."

Many state legislatures are now considering laws related to performance based teacher education (PBTE). The complexity of issues involved in such policy decisions has prompted the twenty-sixth annual workshop of NCA and Ball State University to examine the problems inherent in the selection and retention of teachers through the use of performance based criteria in teacher education -- a many faceted process. Many educators are responding with enthusiasm to the ideas inherent in performance-based teacher education. The PBTE strategy is gaining wide spread support because it is based on an obvious and seemingly simple premise -- teachers should be competent -- and it relates directly to a broad thrust for accountability which touches all aspects of government. But the issues surrounding PBTE are not simple.

PBTE is an emerging concept. There is no one form of PBTE; however, certain basic problems must be addressed whenever and wherever adopting PBTE as an educational process is considered. Some of these problems are administration oriented, some are instruction oriented, some are faculty oriented, some are field oriented, and some are student oriented.

This report identifies the areas of concern in regard to selection and retention and future certification of teachers. It makes recommendations in regard to retention of prospective teachers and future certification. It explores alternative solutions through performance-based criteria in inservice education to meet the needs created by the changing role of the teacher and to lessen the attrition rate of master teachers.

DEFINITION

In searching for an acceptable statement of what performance-based teacher education is, Allen Schmieder of the U. S. Office of Education has offered this definition:

> A system of teacher education which has as its specific purpose the development of specifically described knowledge, skills, and behaviors that will enable a teacher to meet performance criteria for classroom teaching. Presumably, each competency attained by the pre-service teacher related to student learning can be assessed by the following criteria of competencies:
>
> 1. Knowledge criteria that assess the cognitive understandings of the teacher education student.
>
> 2. Performance criteria that assess specific teaching behaviors.
>
> 3. Product criteria that assess the teacher's ability to examine and assess the achievement of his or her pupils.

Stanley Elam further amplifies Schmeider's definition in What is the State of the Art:

> In performance-based programs, performance goals are specified and agreed to in rigorous detail in advance of instruction. The student preparing to become a teacher must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable not for passing grades but for attaining a given level of competence in performing the essential tasks of teaching; the training institution is itself held accountable for producing able teachers. The emphasis is on demonstrated product or output. (1971, p. 1).

It seems obvious to many that any group attempt to pursue a concept like PBTE with efficiency requires that those sharing viewpoints are concerned with the same thing. In short, there must be consensus as to what performance-based teacher education is operationally before individuals can communicate effectively regarding the issue. This notion is supported by the following:

> It is obvious from the outset that any scholarly research (or even a simple analysis) of a program is unthinkable without a prior and precise definition of the key terms or concepts in that program. In an area as complex as PBTE, the terrain literally bristles with definitions and definitions or terms used in the original definitions. And when many of these definitions depend fundamentally on one's personal philosophy, not to mention biases, or

> where there is no consensus among scholars as to the precise meaning of the concepts underlying the terms used in the definitions, the mind boggles before a most bewildering task! (25th NCA Teacher Education Workshop Report, p. 19).

RATIONALE

Why PBTE? What is the basis for it? There appears to be developing something resembling a consensus as to what the nature of PBTE might be. Elam (1971, p. 8) provides a conceptual model of PBTE involving three categories: essential elements, implied characteristics, and related, desirable characteristics.

There are five essential elements: 1) teaching competencies to be demonstrated are role-derived, specified in behavioral terms, and made public; 2) assessment criteria are competency-based, specify mastery levels, and made public; 3) assessment requires performance as prime evidence; 4) student's progress rate depends on demonstrated competency; and 5) the instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

The six implied characteristics include: 1) individualization, 2) feedback, 3) systems approach, 4) exit requirement emphasis, 5) modularization, and 6) student and program accountability.

The seven identified related, desirable characteristics include: 1) field setting, 2) broad based for decision making (multi-institutional), 3) educational technology emphasis, 4) student participation in decision making, 5) research oriented and regenerative, 6) career-continuous, and 7) role integration.

A recent PBTE regional conference final report sponsored by the American Association of Colleges for Teacher Education and reported under a memorandum from Massanari (July 73, p. 1) lists under the topic "Rationale" teacher educator concerns and societal conditions which have resulted in the PBTE concept. The six identified teacher educator concerns included: 1) more specificity about the teacher role, 2) the identification of objectives in relation to the requirements of particular professional roles, 3) the planning of learning experiences in relation to the objectives, 4) the increased attention to individualization of instruction, 5) increased involvement of schools in the training program, and 6) assessment of the outcome, the product.

The six societal conditions identified include: 1) inequality gaps in educational opportunities for minority groups, 2) the demand for accountability, 3) the entrance of business and industry in the field, 4) the availability of new resources from technology, 5) the potential of the systems approach, and 6) youth's press for greater relevance of education and for a voice in decision making.

A third source (Burks, 72, p. 1) identified the philosophical framework within which an individualized performance based teacher education

program was developed. The teacher preparation program should: 1) develop in teacher candidates the competencies characteristic of successful teaching, 2) be held accountable for the success of its practices, 3) be academically respectable and appeal to the scholarly, 4) demonstrate a variety of effective teaching models, 5) allow for a variety of student and faculty needs, 6) be based on skills of effective human interaction, 7) place responsibility on the student for his progress, 8) be readily adaptable for change, 9) demonstrate theory in practice, 10) make extensive use of field experience, 11) utilize technological aids, and 12) be a shared responsibility of the total educational system.

On the basis of an analysis of the three resources recorded above, several common elements seem to suggest the rationale for PBTE. It is felt that PBTE has the potential for:

1. Improving program and teacher accountability
2. Individualization with efficiency
3. Applying systems analysis to the instructional process
4. Increased student input to the decision making process
5. Increased student responsibility for his progress
6. Using performance as the criterion for success
7. More specific determination of the teacher role
8. Extensive utilization of field experience
9. Clearer objectives stated in behavioral terms and made public in advance
10. Increased technology emphasis and
11. the demonstration of theory in practice

In the early stages of the PBTE movement, the following assumptions were formulated to provide a rationale for the selection and retention of teachers in a PBTE oriented program: (Giles, 1972, p. 26).

1. That new models will be expected to include provisions that will demonstrate characteristics of a professional program of study. These include an admissions program based on well-defined criteria, a predetermined enrollment geared to available human and physical resources, a specified block of time to which the student commits himself on a full-time basis, a multiple-track system to accommodate persons with diverse backgrounds and to provide for differentiated roles and conditions, a performance based, field oriented approach that provides for the integration of theory and practice, and a close working relationship between campus and field in the design, conduct and evaluation of the program.

2. That all the principal agents or agencies participating in a teacher education pattern should have open access to decision-making opportunities.

3. That the basic factors holding back changes in teacher education include the lack of operational models for developing and carrying out change, therefore as new models develop, it is imperative that teacher education does not become transformed from one system to another.

4. That changes can best be carried out through a developmental process rather than through testing of research models or through a total conversion model.

5. That all efforts be directed toward developing alternative routes which students may select on a basis of past experience and/or future goals.

6. That all efforts must represent attempts to deal with production of masses of teachers without becoming mass production.

GOALS AND OBJECTIVES

The 1973 NCA Workshop during a brain-storming session developed the following goals and objectives:

Group II: Pre-service Experiences

Goals:

1. Identify the areas of concern in regard to selection and retention of prospective teachers and competencies for future certification.

2. Make recommendations in regard to goal #1, above.

Objectives:

Accountability in regards to:

1. State certification requirements
2. Minimum entrance requirements (for entrance into teacher education)
3. Pre-student teaching experiences (elementary and secondary)
4. Affective domain or area in relationship to PBTE
5. Measuring (validating criteria for PBTE)
6. Bridging the gap - by redefining roles of personnel involved

Group III: In-service Experiences: Relevant Growth for Teachers Throughout Their Careers

Goal: To explore alternative solutions through performance-based criteria in in-service education to meet the needs created by the changing roles of the teacher and lessen the attrition rate of master teachers.

Objectives:

The In-service Committee has examined relevant information concerning in-service performance-based education, in order to:

1. identify some essential PBTE characteristics
2. determine its promising practices in preparing the teacher for a new role in the classroom
3. enunciate present concerns that exist about selection and retention of the "good" teacher
4. clarify some solutions that have been proposed that will answer some concerns.

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II. PRE-SERVICE IMPLICATIONS OF PERFORMANCE-BASED TEACHER EDUCATION

by

Dick Baker, Fort Hays Kansas State College
Royal Bowers, Oklahoma Panhandle State College
Sue Davidson, Arkansas State University
Louis Fillinger, Fort Hays Kansas State College
Cecil Gemmell, Andrews University
O. Ray Gibson, The School of the Ozarks
Travis Haakedahl, Dickinson State College
C. Marjorie Holtom, Chadron State College
Katie Pierre, University of Arkansas-Pine Bluff
James Thomas, West Virginia State College
Dale Vertein, University of Wisconsin-Platteville
Ruth Winowich, West Virginia State College

These twelve members of the 1973 North Central Workshop were primarily concerned with the pre-service aspects of Performance-Based Teacher Education. The group assembled in brainstorming sessions to explore the various problem areas and progressed to a culminating session in which each individual identified the specific pre-service aspect in which he was most interested. Some chose an area because they were professionally involved in that aspect, while others felt a need to learn more about what was being done in a pre-service area of PBTE outside their own normal interests. By the end of the meeting, it seemed apparent to the group that the most significant aspects of PBTE pre-service programs had been identified, and at least one member was committed to explore each of those aspects.

Research was then begun on each of the six selected aspects of pre-service PBTE by the individual member or members who had declared an interest in that area. Some areas were researched by one individual who then submitted a written report on the results of his study; several areas were researched by two or more members who combined their efforts in various ways before submitting a written report.

The following reports attempt to be comprehensive in scope and logical in sequence when taken together. However, each article reflects the individuality and expertise of its author or authors. The single bibliography at the end of this section contains the works cited in each of the individual sections.

MINIMAL ENTRANCE REQUIREMENTS FOR THE PERFORMANCE-BASED TEACHER EDUCATION PROGRAM

by

Ruth Winowich, West Virginia State College
and
O. Ray Gibson, School of the Ozarks

Rationale

The attempt to provide equal educational opportunities for all and the increasing prevalent policy of open admissions to institutions of higher learning necessitate public, adequate, and viable entrance requirements into the Performance-Based Teacher Education Program, if those candidates most likely to achieve the exit requirements of the program are to be selected. The objectivity and accountability implied by a Performance-Based Teacher Education Program emphasize this need out of simple fairness to the student; additionally, the institution can economize on its financial resources and the faculty can concentrate its time and effort on producing competent teachers. A good educational program is geared to student success and any step which can be taken to facilitate that success will strengthen the program. Inadequately prepared students are handicapped in their attempts to progress in the teacher education program, with resultant frustration for both students and professors. Therefore, if a student is to happily and successfully pursue any program of study, he needs and deserves to know exactly what is expected of him in that program. Thus, the need for minimal entrance requirements for the Performance-Based Teacher Education Program.

Problems

Lack of concrete evidence gathered by competent researchers prohibits any claim that the Performance-Based approach solves the problems of either teacher education or selection procedures. In fact, Carrieri (1973, p.12) reminds us that "Professional educators have always had difficulty in determining precisely what teachers need to know and do in order to be effective with children in classrooms. Changing to a competency-based program does not lessen this perennial problem; instead it is painfully aggravated. The faculty forces itself into a position of having to be more keenly and objectively aware of what it is requiring students to do and learn every step of the way." And as teacher education faculties attempt to identify the competencies of a master teacher, they most at the same time attempt to determine the prerequisites or at least the characteristics, attitudes, and skills which a student needs before he can hope to develop those competencies.

Current research includes Brubaker's survey of ninety-eight North-Central Association colleges and universities which are accredited by the National Council for the Accreditation of Teacher Education. (Brubaker, 1973). All of the private and ninety-four percent of the public institutions surveyed

or ninety-six institutions of the ninety-eight have selection policies for entrance into teacher education in addition to entrance requirements of the institution. (Brubaker, p. 162). Selective admission criteria, ranked in the order of their use in the institutions are: scholastic aptitude, English proficiency, personality, interest in teaching, teaching attitude, and teaching aptitude (Brubaker, pp. 164-6). Factors considered most effective in selective admission policies in Brubaker's study in rank order are: G.P.A., faculty and department ratings, interview and individual conference, assessment of attitude toward children and teaching, English proficiency examinations, psychological and personality evaluations, health examinations, and speech and learning examinations (Brubaker, pp. 183-7). Sixty percent of the institutions surveyed employ an introductory course in education as a means of selection (Brubaker, p. 189).

Recommendations

The urgent need for some specific guidelines based on experience and what evidence is available, while research and evaluation continue, encourage the writers to offer these recommendations which can be adapted to the needs and policies of individual institutions:

1. Students interested in teaching as a career should be required to complete an introductory course in education that will acquaint them with the realities of the teaching profession, the competencies required for successful completion of the teacher preparation program, and help them to begin the process of personal evaluation and self-selection. This course should be taken during the freshman year, be team-taught by the education faculty, and include competencies and/or understanding in the following areas:

   a. All requirements of the teacher education program and recommended sequences

   b. Realistic classroom teacher roles and duties

   c. Performance objectives

   d. Audio-Visual skills

   e. Basic methods of instructions

   f. Structure of educational institutions

   g. Observation experience and skills

   h. Field experience in several actual school situations

   i. Evaluation procedures of the teacher education program

   j. Inter-personal relations and group dynamics

2. Those students who demonstrate deficiencies should be so informed and guided to the appropriate developmental center, preferably early enough to complete the course. For those students who have

more serious deficiencies, counseling by the education faculty team should encourage them to withdraw until such deficiencies are eliminated or to self-screen out, or to delay application to the teacher preparation program.

3. Passing the introductory education course should not be considered adequate for admission to the teacher preparation program. Upon successful completion of the course the student should arrange an individual evaluation interview with the faculty team; this should occur no later than the end of the sophomore year and preferably during the freshman year. The interview would be the last step before admittance into the teacher preparation program. Those students who are not accepted should be informed of their specific deficiencies, what competencies they lack, and how they can best prepare themselves to enter the program.

Individual institutions will need to establish the specific level at which a student is considered satisfactorily competent, and items in the affective domain will have to be delineated more objectively, but for the present, students accepted into the teacher preparation program should have a satisfactory competency rating in each of the following areas:

a. Cumulative G.P.A.

b. Minimum grade in each course in education, the major, and/or field of concentration.

c. The introductory education course.

d. English proficiency test.

e. Current health examination.

f. Citizenship.

g. Evaluation by at least two faculty members outside the education department concerning the student's moral character, emotional stability, dependability, and cooperative attitude toward both peers and faculty.

Before a student can realistically begin to prepare to become a teacher, he needs knowledge about the experience in the profession. Some students already have this; many others do not know what is actually involved in being or becoming a teacher. For the latter category of students, consistent and intensive counseling and guidance could be the fundamental component of the teacher preparation program. The basic competencies necessary for success in the teacher preparation program must be identified before any student is accepted into the program.

PERFORMANCE-BASED INSTRUCTION AND THE AFFECTIVE DOMAIN

by

Louis Fillinger, Fort Hays State College

The purpose of this paper is to suggest possible benefits resulting from emphasizing the affective domain in the preparation of teachers. It will also deal with how we may encourage affectivity in teacher preparation programs. Finally, it will examine the appropriateness of giving strong emphasis to the affective domain in a Performance-based Teacher Education Program.

The Affective Domain and PBTE

In an article titled "What About Competency-Based Teacher Education and Certification," Dr. Roy A. Edelfelt (1972, p. 10) notes the following purposes for a competency based program designed to certify teachers:

1. It causes us to focus in terms of education goals
2. It necessitates defining more precisely what is meant by a competent teacher
3. Getting at competence means describing and understanding more clearly what the teaching act is
4. Making such a change requires a review of who should be appropriately involved
5. Finding new ways to certify means reviewing the whole teacher education process
6. Such an approach requires exploring again the essential mix of general education, specialization and pedagogy
7. Assuming responsibility for competency training requires making claim to more adequate attention to teacher education relative to staff, funds, and moral commitment
8. Such a change means a review of the general welfare of the profession
9. Competency-based certification means fixing roles and responsibilities

The fact is that the formulations noted above all depend on and result from affective considerations. P.B.T.E., though it may result in the development of masses of materials that are cognitive in nature, is a product and a facilitator of the Affective Domain since it makes us receptive to new ideas and it causes us to respond on the basis of our values. This is beneficial to teacher preparation programs and can result in continual renewal and professional development.

It is likely that similar advantages can accrue to the public schools

their faculties. Assuming that local conditions and a constantly changing society will always provide stimuli for such activities, Performance-based Teaching seems a very useful movement on that level.

Most of the instructional material and the statements of competencies that are listed and demonstratable as a result of Performance-based Programs are cognitive in nature even though they are derived from affective considerations. This poses no problem to the teacher or to the teacher educator since the content is continually being altered and refined in accordance with new insights. However, it may be quite another matter for the pupil who is constantly exposed to largely predetermined content and standards. His world appears closed to affective considerations; he must conform to the predetermined. From the standpoint of the piece of knowledge this may be productive but in terms of the broader objectives of the well being of our society, in the light of which all knowledge must be considered, too narrow a definition may be questionable or even counter-effective since the most important role of democracy is to safeguard the individual in affective terms. We must, if we are to maintain our democracy, be concerned with a persons receiving, responding and valuing, and educators must be concerned that society can function well in the realm of the affective. CAN WE ATTEND TO BOTH DOMAINS?

One possible approach to this difficulty is to dichotomize and say school is concerned with cognitive considerations and hold that the considerations can then be assigned to other realms eg. church, home, peer relations, etc. The problem is that not all pupils attend church, have healthy family and peer relations, etc. but all normal children in our society do have a relatively structured and long term exposure to the schools. This being true it would seem logical to ask the schools to deal effectively with both the Cognitive and Affective Domains.

How Can We Deal with the Affective Domain?

The schools at all levels can teach affective considerations if teaching is conceived of a changed behavior rather than as the conveyance of knowledge. All teachers can encourage affectivity by their teaching behaviors, (Tri-University Project, 1966) these include:

1. The use of questioning
2. The use of discussion
3. The use of a wide variety of resources
4. The use of teacher-pupil planning
5. The nature of the behavior that is reinforced

Each of the items noted above suggests an area of emphasis in teaching and in teacher preparation. Such items would also serve appropriate factors in screening and selection of teachers for certification.

In Summary

Performance-based teacher education offers the potention of continual renewal in our definition and management of teacher education programs. It

must be conceived of as something which is always open to change. Finally, regardless of the tools we use in teaching ie., text, prepared packets, etc., we must be concerned with human interaction. The quality of interaction dealing with the Affective Domain can be encouraged by emphasising teacher behavior particularly in the areas of questioning, discussion, the use of resources, teacher-pupil planning, cueing, and reinforcement.

ELEMENTARY PRE-STUDENT TEACHING FIELD EXPERIENCES

by

Travis Haakedahl
Dickinson State College

More and more, teacher training institutions are moving in the direction of early pre-student teaching field experiences for their prospective elementary teachers. These types of experiences include classroom participation aide work, micro-teaching, individual tutoring, child study, diagnostic work and a variety of pupil contact activities. Some of these experiences come about as a partial fulfillment of psychology, professional education and methods courses.

Many local school districts and teacher training institutions are sharing a joint responsibility for this pre-service preparation of students in teacher education. The roles and obligations of both institutions are ever increasing and expanding to take care of the needs of the future professional.

Programs such as this should be set up only after considerable study and preparation. All too often, they are started hastily and without the necessary built-in behavioral objectives and performance accountability criteria. Also, care must be taken that the so-called field experience is not treated as a panacea and cure all for our teacher education ills.

> Whatever the scope, quality, duration, and structure of such experiences, some persons have equated improved teacher education with more of these and less of whatever else was being done. But unplanned laboratory experiences can turn out to be little more than "rubber-necking" or wasteful repetition of a narrow band of teaching behavior and student response sandwiched between large slices of coming and going. (Denemark, 1972, p. 141).

Therefore, performance criteria need to be identified at each of the field experience levels in order to make the institution accountable for its final product. It simply cannot be left to chance.

The areas of classroom participation experiences and micro-teaching will be taken up separately at this time.

Classroom Participation Experiences

Many educators believe that there is a definite need for early classroom participation on the part of students enrolled in teacher education. The main purposes for such an experience are as follows:

1. To observe master teachers in their professional teaching performance roles.

2. To actively explore and participate in the teaching-learning process

   a) gaining competence in working with the individual child
   b) gaining competence in guiding the learning on a group basis, including planning, execution and evaluation

3. To begin looking at one's self in the role of a teacher

   a) re-examination and/or modification in the choice of vocation (self-screening)
   b) developing the necessary personality traits and professional attitudes for teaching

4. To receive counseling from master teachers and supervisors as to teaching potential

   a) screening or retention of the student

Before setting up a classroom participation experience program, a careful assessment must be made as to the ultimate value of the total experience. As Carrieri states, "The faculty forces itself into a position of having to be more keenly and objectively aware of what it is requiring students to do and learn every step of the way." (Carreri, 1973, p. 12)

Basically, the participant should be involved in the board areas of direct observation, clerical responsibilities, housekeeping chores, non-instructional duties, audio-visual assistance, instruction-related tasks, self-evaluation, counseling sessions and weekly substantive seminars.

Competencies need to be identified, behavioral objectives written and the criteria for assessing the competencies in light of evaluative procedures established in order to serve the total accountability effort as outlined under the guidelines of PBTE.

This brief discourse on classroom participatory experiences has been very general, but it will be pursued in greater depth by Travis Haakedahl in an individual report in the second section of this book.

Microteaching

Definition. Microteaching is a concept of training that is used most often in the area of the pre-service development of prospective teachers. The setting is usually contrived with reduced lesson length, well defined skills, a reduced student load and a variety of feedback sources - including the supervisor, students and videotape playback.

Rationale and Clarification. According to Dwight Allen and Kevin Ryan, microteaching is a concept around which five essential propositions revolve:

First, microteaching is real teaching. Although the teaching situation is a constructed one in the sense that teacher and students work together in a practice situation, nevertheless, bonafide teaching does take place.
Second, microteaching lessens the complexities of normal classroom teaching. Class size, scope of content, and time are all reduced.
Third, microteaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of techniques of teaching, the mastery of certain curricular materials, or the demonstration of teaching methods.
Fourth, microteaching allows for the increased control of practice. In the practice setting of microteaching, the rituals of time, students, methods of feedback and supervision, and many other factors can be manipulated. As a result, a high degree of control can be built into the training program.
Fifth, microteaching greatly expands the normal knowledge-of-results or feedback dimension in teaching. Immediately after teaching a brief microlesson, the trainee engages in a critique of his performance. To give him a maximum insight into his performance, several sources of feedback are at his disposal. With the guidance of a supervisor or colleague, he analyses aspects of his own performance in light of his goals. The trainee and the supervisor go over student response forms that are designed to elicit students' reactions to specific aspects of his teaching. When the supervisor has videotape available, he can use videotape playbacks to help show the teacher how he performs and how he can improve. All this feedback can be immediately translated into practice when the trainee reteaches shortly after the critique conference. (Allen, 1969, pp. 2-3)

Microteaching lends itself well to PBTE because of its easily identifiable skills. The competencies needed are specific and public, and the behavioral objectives can be clearly stated in precise terms. For the most part, the evaluative process is already established for measuring performance.

Because it is field centered for greater practicability and realism, and it possesses learning activities that are looked upon as having relevancy and meaning, it fits the framework for personalization. Also, individualization is present when the learning tasks are appropriate to the individual readiness levels of each student.

Identification of Teaching Skills. Dwight Allen and James M. Cooper identify fifteen microteaching skills in Micro-Teaching: History and Present Status, ERIC, 1970. Following is a condensed version of these skills for use in an elementary microteaching situation.

1) Set Induction is the skill developed for involving pupils physically, intellectually and emotionally in the lesson. The point of focus is clear and the goals are clarified in relation to the topic.

2) Questioning involves (1) fluency in asking questions, (2) use of probing questions, (3) the concern for higher order questions and (4) the use of divergent questions. Concern for these areas of questioning needs to be reflected in the micro-teaching process.
3) Reinforcement skills are used primarily to increase student participation. The reinforcement of responses can take on the following forms, (1) positive verbal, (2) positive nonverbal, (3) qualified and (4) delayed.
4) Silence and Nonverbal Cues include (1) silence, (2) facial cues, (3) body movement, (4) head movements and (5) gestures. This skill section is strictly nonverbal.
5) Closure deals with the summarization and consolidation of ideas and concepts. It's a "pulling together" of the major points and serves the purpose of a cognitive link from old knowledge and new knowledge across subject matter lines. Here is where practical application takes place.

The above mentioned skills would be at the center of any PBTE structure for microteaching. Behavioral objectives need to be developed for the various skill levels, and a process for evaluation and measuring performance needs to be laid out. This material can then be packaged, made public and used by the pupil in the teacher education program.

Microteaching is an on-going process - from the area of pre-service field experiences and student teaching into the teachers' professional circle of in-service training. It has its greatest potential as in-service for the professional.

LABORATORY EXPERIENCES FOR PRE-SERVICE TEACHERS IN THE ELEMENTARY SCHOOL

by

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On the basis of John Dewey's philosophy that "one learns to do by doing," colleges and universities have made an attempt to provide field experiences for prospective teachers in various areas. A person who wishes to learn to drive an automobile may read instructions for drivers and pass the written test, but he does not learn how to drive until he has had the experience of manipulating the key parts which put the car in motion. So it is in preparing prospective teachers who plan to spend their lives teaching boys and girls in the elementary schools. Theory after theory may be repeated, but time has proved that there is no substitute for actual experience.

Recently several schools have become increasingly interested in the laboratory experience program. In 1971 Northeast Louisiana University, Monroe, Louisiana, recognizing the need for more first-hand contacts and experiences on the part of students in training to become certified teachers, developed a Laboratory Experience Program. (Monroe Document Resume Ed. 067-375, Nov. 1971, pp. 1-10). With the help of Juachita Parish Schools and Monroe City Schools, a series of experiences was devised to schedule second semester freshmen into schools for visits, and to include sophomores into school-related involvement activities. Sophomores and juniors were scheduled for tutorial experiences under the guidance of cooperating teachers. After junior level, the final laboratory experiences included instruction and activities under the direction of the supervisor of Student Teaching during the semester immediately preceding the actual student teaching assignment. The semester involvement of each student from freshman through senior year gradually increases from 12-30 hours. Each student devotes ten hours each year to a program of media proficiency which is directed by personnel in the Northeast Media Center.

Another study which is concerned with field experiences for pre-service teachers is being conducted in St. Louis, Missouri. The Harris Teachers College is sponsoring a Field-Centered Competency-Based Teacher Education Program called Personalized Experiential Preparation. (PEP). (The Faculty-Student Curriculum Committee, March, 1973, pp. 46).

The Personalized Experiential Preparation program is a field-centered competency-based teacher education model which offers an alternative route to professional preparation and certification for interested Harris Teachers College students. The program is individualized and flexible enough to allow each participant to set his own goals and work to meet those goals in ways most appropriate for him. Field centers are central to this program. The PEP Field Centers are the bases for the professional course work and accompanying supervised classroom practice engaged in by students.

The project will be phased in over a three year period, beginning in the summer of 1973. It utilizes a consortium arrangement with the St. Louis Public Schools which involves district superintendents, principals, classroom teachers and community persons as well as Harris Teachers College faculty, administration and students.

An interesting feature of this program is the emphasis placed on its field centers. They serve as a setting for classroom field experiences for PEP participants and provide sufficient structure for those experiences to insure optimal learning. Individual students, groups of students, or entire classes can engage in wide range of field activities, from a single classroom observation to a long-range teaching experience or an entire course at a Field Center.

The PEP Field Center is an existing elementary school in the St. Louis Public Schools, which has a dual identity. It still functions as a regular school within the school system, but it also serves as the field base for PEP. The Field Center Schools Administration Staff and the College. In order to assure continuity, the school commits itself to continue as a PEP Field Center for a minimum of two years.

It is observed in the report of Northeast Louisiana University study that field experiences begin in the second semester of the freshman year and continue through the senior year. In the Harris Teachers College the study reveals the fact that field experiences for prospective teachers begin at the junior level. The work which is being done by these two colleges reveals to the public what can be done in elementary education to provide field experiences for pre-service teachers.

Many colleges are giving serious thought to providing increased opportunity for experiences for prospective teachers before they enter student teaching. Colleges would have to plan their program around the community facilities. In many schools the freshman program is devoted to general education; therefore the Northeast Louisiana University program could not be implemented in its entirety because freshman are included in its program of field experiences.

Since many colleges make provisions for sophomore students to begin their major at the first or second semester, it seems possible that a three year program in field experience would provide adequate time for prospective teachers to get direct experience before beginning their student teaching in the senior year.

There are many benefits that the prospective teacher gets from classroom and teacher contact. The prospective teacher has a splendid opportunity to put into practice such democratic processes as cooperation, concern for others and responsibility. There is cooperation on the part of the classroom teacher and the prospective teacher in planning the program of activities in class as well as on the playground. In the classroom the prospective teacher, who is the teacher's helper, may do such chores as helping pupils to arrange the bulletin board, keeping records and files of audio-visual aids and supervising the period of sharing stories and book reports. Outdoor activities may consist of games such as softball, tennis, volleyball, basketball and others. Tours of the campus, city, parks, museums, fire de-

partment, post office and many other places of interest may be planned by the prospective teacher who is placed in the classroom with a cooperating teacher.

The prospective teacher learns the value of becoming concerned for others as he assumes the responsibility of helping the pupils plan their daily activities. Being placed in positions where one has to make decisions for self and others helps to develop a sense of responsibility, a quality which is sometimes found lacking in many cases.

The final concern of any instructional effort is the quality of its products. In teaching, purposes or goals are selected, energy is expended - people are involved and techniques are devised for the purpose of accomplishing the objectives.

If laboratory experiences can add to the effectiveness of the prospective teacher, then educators should re-evaluate their teaching programs and include various types of laboratory experiences for the students before they enter the student teaching block.

PRE-PROFESSIONAL FIELD EXPERIENCES FOR SECONDARY EDUCATION STUDENTS

by

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and
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Introduction

The advantages of pre-student teaching field experiences for teacher education students have been promoted for some time. Allen (1964, p.157) stated that pre-student teaching experiences of a laboratory nature were required in most of the colleges and universities in the United States. However, these experiences were many times haphazard, uncoordinated observations in schools and community agencies. Usually they were attached on to some course as outside requirements, and may possibly by repeated in some future course with no idea of sequence planned. Very little participation was actually involved as most of the time of students was spent in observing. Even then, this pre-student teaching laboratory experience was mainly for elementary education students.

Identifying the Secondary Student

One of the reasons for this emphasis on experiences for elementary students is the major problem of identifying the future secondary education student early enough to give him time to complete such a requirement. Because of his major concern in the completion of the requirements of his major, he is caught in an unflexible situation as far as his schedule is concerned. There is no way to predict which students may decide in their junior year that they want to be teachers in high school, but this is no reason not to identify those who do know in their freshman year or the beginning of their sophomore year that they desire the secondary education program. As in any professional curriculum, a student who joins late may have to stay longer to complete the requirements.

The increasing importance being given to performance-based criteria in teacher education programs, and in some states, certification, make it imperative that both the secondary and elementary education students be given the opportunity to acquire and increase competencies prior to actual student teaching. These experiences should take place in real school situations where each teacher education student is a participant in school activities until hs has reached certain minimal competencies.

Most teacher education institutions in the United States are still preparing teachers in "courses". In a period of transition to completely performance-based programs, the pre-student teaching field experiences could serve as a beginning. If this experience were made prerequisite to other courses for both elementary and secondary education students it would fulfill the pre-student teaching field experiences and also give the college faculty and public school personnel opportunity to evaluate a segment of performance-based teacher education. This would be very helpful in making the decision concerning the whole program.

Program Examples

Several institutions which have a performance-based teacher education program or a modified one have a course in which pre-student teaching field experiences are prerequisite to formal entrance into the program. The Career Decisions Program (1972) in the College of Education at the University of Toledo is a good example of this. The program has two main objectives: to help the student make a decision concerning teaching as a career, and to provide experience for the attainment of competencies for entrance into the teacher education program.

Purdue University requires a pre-student teaching experience for elementary teachers which uses the Instrument for the Observation of Student Teaching Activities (IOSTA) as a tool for supervision of their performance-based pre-student teaching field experience. This instrument is an adaptation of the Instrument for the Observation of Teaching Activities (IOTA) (1964). Students in this field experience are assigned to cooperating schools in the same area, and work under the supervision of the local school supervisor and the university supervisor. They must complete each designed experience on a specified minimum competency and the average of the experience must be at a predetermined minimum before they can be formally admitted to the teacher education program. This program is offered in the sophomore year. An interview with Dr. Harrison Gardner, assistant department chairman at Purdue established that they are working on a program of pre-service experiences for secondary education students presently.

Both of the above programs provide for recycling of students who do not reach the required competencies. Neither of the programs have any entrance requirements to their field based-student teaching laboratory experiences.

A model could be proposed which would combine the above programs. The student would enroll in a course which field based experiences were arranged to assist him in decisions concerning teaching and the level of teaching. Some type of instrument similar to the IOSTA could be used to help him attain the needed competencies to be formally admitted to teacher education. This course would be performance based and opportunity for recycling should be provided. Normally the student would take this course in the freshman or early sophomore year.

Varied Field Experiences

Assuming that teachers work in institutions and assuming that understanding institutional behavior is one of the key factors in the preparation of teachers, it is then evident that field experiences can be developed involving behavior of institutions and people who are associated with institutions. Many colleges have not developed and/or have not taken the opportunities available to bring about a wider range of pre-teaching experiences. There are many experiences related to institutional behavior that are outside of the traditional classroom observation and participation segment.

Some teacher training units do not have access to as many public and private schools as needed. Elementary areas are far ahead of secondary pre-teaching experiences. Therefore, related experiences involving other aspects

of institutional behavior should be tapped. A cafeteria approach is suggested either as a substitute or a supplement. Within the structure of this type of approach is everything from observing in the school classroom, to urban experiences, to spending time with governmental agencies (other than schools), to tutoring hospital patients, and related on the job experiences. These are only a few of the experiences which reinforce what institutional behavior is and how it feels to be involved in a particular behavioral pattern.

One program at South Dakota University involved work experience opportunities for certain students. Some of the purposes of these field experiences are as follows:

- give the student an opportunity to apply academic study to actual work experience;
- open up new areas of interest, study, and employment for the student;
- make the student more attractive, because of his field experience, to a potential employer;
- provide potential employers with an opportunity to recognize the worth and value of the individual student and others like him. (Fuller, 1972, p.1)

This same university not only gives credit for prospective teachers involved in non-classroom type experiences, but other students from all departments if the work experience is justifiable.

Evaluation of Field Experiences

One of the most trying obstacles in the path of any program dealing with either institutional or human behavior is developing a criteria for measurement. PBTE in its initial stage has no doubt accomplished objective measurement more than any other recent program in teacher education. Illich, in his book, Deschooling Society, writes as follows:

> The institutionalized values school instills are quantified ones. School initiates grouping people into a world where everything can be measured; including their imaginations, and indeed man himself. But personal growth is not a measurable entity. It is growth in discipline dissidence, which cannot be measured against any rod, or any curriculum, not compared to someone else's achievement. In such learning one can evaluate others only in imaginative endeavor, and follow in their footsteps rather than mimic their gait. The learning I prize is immeasurable recreation. (Illich, 1972, pp. 57-58).

Field experiences involving human behavior are difficult to measure on an objective level. When justifiable field experiences are identified,

measurement can take place by the student, cooperating supervisor (when available), and college personnel. Direct observation by the immediate supervisor and/or college supervisor is one of the best approaches. Measurement of performance can be subjectively rated on an instrument listing desirable competencies. The student can also be a vehicle for measuring his own performance. This can be accomplished by developing an incident sheet where the student will relate how or why people or institutions react as they do to certain instances. The student can relate the circumstances involved and state how he would behave if he were involved in the same situation.

General competencies that could be identified in a varied field experience plan are:

- knowledge of institutions and how people behave within institutions.
- ability to employ communication and human relations skills to educational situations
- identifying and evaluating the role and function of the school system in regard to society
- promoting positive attitudes toward the personal values and needs of self and others

It is important to properly plan all phases of the field experiences. If possible, each experience should be individualized on a systems basis. Until a student has been identified as ready for classroom observation or any other "outside" project he should not be subjected to that type experience. For example: will the student benefit from a particular planned project? Or, will this project relate directly or indirectly to the school as an institution? Students can be guided into various experiences according to need. Caution has to be taken as to selection for convenience sake. Direction should be given to enforce the competencies needed by the student. Other experiences can be suggested if competencies do not reach a minimal standard.

Teacher education is undergoing change in regard to producing prospective teachers. Field experiences and performance based evaluation of these experiences are necessary in selecting and/or recycling prospective teachers. As many good pre-teaching experiences as possible in regard to institutions and people working in institutions should be made available within the framework of teacher education.

THE CHANGING ROLE OF THE UNIVERSITY SUPERVISOR IN HIS LIAISON POSITION

by

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and
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Introduction

Performance Based Teacher Education (PBTE) is an approach of preparing school teachers by colleges and universities. This program required achievement of specific goals which are stated in behavioral objectives and are based on performance. Traditional teacher education programs are based on experience and they require a specified number of courses and credit hours in specific areas of study. (Dickson 1973, p.1)

Should a college or university change from the traditional pattern of teacher education to the PBTE program the process of university supervision might or might not change because of the different types of the program. The role of the university supervisor in his liaison position is in a changing role regardless of which program the university adopts.

Usually the university supervisor perceives himself as essentially a liaison person who interprets the university program to the cooperating school; furthermore, he interprets the cooperating school's program to the appropriate personnel at the university. (Henry, 1972, pp. 52-53.)

Problems

Educators have generally realized the value of the student teaching experience and the responsibility of the cooperating teacher. There are differences of opinion on how these elements fit into the total program. These seem to be caused by a lack of clarity and poorly defined procedures for the development of student teaching programs.

According to the Association of Classroom Teachers National Education Association (1970, p.1) the following issues are evident:

The two segments, in almost all teacher education programs, that are the most closely related to the real classroom situation of the student teacher are entities with little cooperation among the methods teacher, cooperating teacher, and the university supervisor.

The cooperating teacher has a direct influence in shaping the attitudes, skills, and ideas of the student teacher. In spite of this the cooperating teacher was least likely to be under the influence of the teacher education institution. His perception of the teacher education program may be entirely different from that of the teacher education institution because he has not been involved in the planning of its sequence. The cooperating teacher may feel his responsibility to be in the room continually to help structure the student teacher's daily activities. The institution may feel that the student

teacher should be on his own much more. The teacher education institution may have little to say in the selection of the cooperating teachers. Johnson (1973, p. 2) conducted a study to determine how cooperating teachers are selected. An analysis of these respondents reveals that 257 institutions (57%) leave the selection of cooperating teachers to someone in the cooperating schools. Some type of cooperative procedure involving the public school and university personnel was used to select cooperating teachers in 141 institutions (31%). Only 8 institutions (2%) revealed that their cooperating teachers were selected by university personnel. Another 48 institutions (10%) used procedures that did not fall in any of the above categories.

Possibly administrators selected the cooperating teachers because they are available or are willing. Sometimes cooperating teachers are selected because this privilege was rotated. At other times it was considered as a fringe benefit for the extra pay or that the student teacher was regarded as a teacher's aide. This would inhibit an effective and continuing relationship between the teacher education institution and the cooperating teacher.

The criteria used by administrators in selecting cooperating teachers may be unrelated to the goals of the teacher education program. Cooperating teachers may not view this as a guided learning experience but view it more as an endurance test for the student teacher, e.g., he was to learn what it was like to have four different preparations, a study hall, etc. Some cooperating teachers look at it as an opportunity to get away from the classroom or to give the clerical tasks to the student teacher.

Many classroom teachers who are selected as cooperating teachers are unfamiliar with innovations, such as PBTE; therefore the cooperating teacher may be unable to aid student teachers in experimenting and implementing innovation even though this was the university professional program. The teaching experience would be very limited with continual conflict between what the student teacher learned at the university and what was required of him during his student teaching experience; this would probably be intensified if the university program was PBTE.

Inadequacies of student teaching programs and the problem which disturb the people involved are recognized by national, state, and local professional organizations. These organizations are distressed at the possibility of rigid requirements legislated by persons with little experience in student teaching (Association of Classroom Teachers, 1970, p. 3).

Student teaching, a shared responsibility between the public schools and teacher education institutions, has operated without any clear-cut lines of responsibility. Personnel in teacher education institutions, public schools, professional organizations, and state departments of education have not worked closely enough together. Some teacher education institutions have dominated the program while others have been too permissive. Some state departments of education have been active in solving problems in student teaching, most states have done little.

The problem of decision making was the most serious of all. Decision making has rested first with the teacher education institution, next with the public schools. State and national organizations have had only advisory power. Local associations have had practically no power.

Solutions

The problems of student teaching are multiple and complex; therefore there has been no simple solution. Each of the following objectives must be achieved to ensure desirable student teaching experiences:

Agreements must be reached about the general organization, structure, and standards for student teaching by institutions preparing teachers. This would include local public schools, state and federal agencies, and local, state, and national professional associations.

More adequate state financial support is needed because student teaching programs have been inadequately funded.

There needs to be greater cooperation among the university, the local school system, and the local association. The local association would speak for its classroom teacher members and would strengthen the influence of the state and national associations on the student teaching program. (Report of the Special Study Committee on Recruitment, Induction, and the Student Programs, 1965, p. 1).

The goals and objectives of the student teaching program should be identified and accepted by all people involved in the student teaching process.

Responsibilities must be agreed upon by the teacher education institution, the student, university supervisor, cooperating teacher, the local system, and local association. (Hilliard, 1968, p. 6).

Programs can not be effectively set apart from the job to be done and the people who are involved, nor can they be produced on demand. Various programs evolve in many types and in different degrees of precision. According to Davies (1973, p. 23) the elements common to most programs are planning, organizing, leading, and controlling.

The functions of the university supervising teacher and the cooperating teacher must be clarified. There needs to be an understanding of a proper balance of influence of the two in the student teaching program. Acceptable criteria need to be established for the qualifications of the university supervisor of student teachers and the cooperating teacher.

Recommendations

The local association, representing the cooperating teachers, has an important responsibility in the solution of the student teaching problems. It must ----

1. Study the problem locally.

2. Develop policies in regard to qualifications, assignment and employment of cooperating teachers.

3. Cooperatively develop standards of status and responsibility of cooperating teachers as related to university supervisors of student teachers.

4. Negotiate with the board of education an agreement related to the qualifications and conditions of employment of cooperating teachers.

5. Ask the state association to provide information on student teaching and the legal status of the cooperating teacher and student teacher in order to initiate needed state legislation.

6. Inform members of the association and the community about the student teaching program.

The state association is able to provide services beyond the realm of the local association. The state association must --

1. Establish through legislation a positive position on student teaching.

2. Study the problem at the state level.

3. Determine the nature and type of student teaching program contracts in existence between local districts and universities.

4. Assume responsibility for developing suggested standards for agreements between universities and public school systems, agreements between local associations and public school systems, qualifications for cooperating teachers and university supervisors of student teachers, and definition of roles and responsibilities of cooperating teachers, administrators, and university personnel.

5. Initiate legislation to legalize and finance the student teaching program, provide liability insurance for cooperating teachers and student teachers, and assist local associations in developing policies to be negotiated locally.

6. Disperse information through research, surveys, conferences, workshops, periodicals, and special publications and research.

The National Education Association must provide leadership and support to the efforts of local and state associations. It must ---

1. Take firm positions on student teaching in its resolutions as it relates to the cooperating teacher and the local association.

2. Distribute information on student teaching in its resolutions as it relates to the cooperating teacher and the local association.

3. Provide leadership in developing models of state legislation, standards for qualifications of cooperating teachers, and

model agreements to be negotiated by local associations and local boards of education.

4. Sponsor conferences on student teaching for the classroom teachers to express their views.

5. Develop a plan for involvement of classroom teachers in creating change in teacher education.

6. Provide an opportunity for the student to evaluate his student teaching experiences.

THE VALIDATION OF PERFORMANCE-BASED TEACHER EDUCATION

by

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and

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Education has been under increased scrutiny for the past two decades due to sociological conditions. Sputnik I's trip to outer space caused grave doubts about the adequacy of the American educational system. The turned-off generation of young people and the Vietnam War of the 60's reflected the general public's decreased confidence in education, especially higher education. It was during that decade that budgets were cut, programs were reduced in size and number, and efforts were made at local, state, and national levels to hold schools accountable for their teaching methods.

In attempting to meet the demand for accountability, professionals in elementary and secondary schools, colleges and universities, as well as in state and federal government, experimented with performance-based educational programs. Lanham (1970, p. 20) cautioned that performance-based or criterion-referenced instruction must be defined in such a way that instruction was related to behavior or performance goals in the classroom. Further, the classroom objectives to be attained by the student needed to be specified in such a way that actions which resulted from learning could be measured or evaluated. The writer specified that student achievement in measurable terms must be an integral part of applying a learning system to the classroom.

For many years, researchers used measures of achievement, e.g., SAT scores, correlated with high school grade-point average to predict success in college. More recently, concerns about qualities and characteristics beyond those represented by high school rank or SAT scores have dominated the scene. Ideally, "...the criterion of success should comprise an appraisal of the student's ultimate success--that is, success after completing college." (Dressel, 1961, p. 306).

The identification of effective criteria of success in PBTE presents a momentous problem. Nevertheless, if performance-based teacher education is to assume any permanent place in the armamentarium of the master teacher, adequate validation of evaluative procedures are necessary.

Recognizing the desirability of retaining behavioral objectives as an element of teacher education, and understanding the pitfalls inherent in evaluation, Baker (1970, p. 58) developed a Project for Research on Objective-Based Evaluation (PROBE) to be a basis for testing the usefulness of evaluation which was based on student achievement of specific program goals. She acknowledged difficulties in the following areas:

1. Generating items
    a. providing criteria which permit adequate scoring of student response
    b. identifying specific levels of the goal
    c. developing objectives varied enough to "fit" a user s "idiosyncratic notion of what should be taught"
    d. generating objectives which sample the affective domain of behaviors
2. Controlling quality of items through adequate
    a. internal criteria, e.g., items should be developed by evaluation experts or subject specialists
    b. external criteria, e.g., "goodness" of the item should be based on learner test data
3. Installing evaluation procedures
    a. disseminating objectives and items and providing cues for conditions under which positive effects are likely
    b. training users in evaluation techniques
    c. cross-validating effects through changes made in school

Much earlier Super (1949, p. 28) identified necessary components for standardizing selection and placement tools. He suggested the following steps:

1. job analysis
2. selection of traits to be tested
3. selection of the criteria of success
4. test construction
5. standardization of conditions
6. validation and cross-validation of data

Performance-based teacher education has been extensively studied both philosophically and experimentally by researchers. Research has focused

on diverse components of PBTE. Typical of this segmented approach is a study by Sybouts (1973, p. 303) which focused on student performance when instructional objectives in the classroom were stated in terms of student behavior. He found that the experimental group students rated their classroom experiences even higher than their student teaching experiences. The experimental group also achieved higher mean scores at the end of the term than did the control group which was taught by more conventional methods.

Davis (1964) believed that teaching faculty were capable of identifying desirable student traits: those usually evaluated through a grading system as well as attributes not reflected by grades. He collected verbal descriptions of highly desirable/undesirable types of students at various levels of performance and from these developed a Student Rating Form (SRF) based upon 80 bipolar traits rated on a five-point continuum. The study involved 398 students and 407 faculty members from diverse specialties in eight institutions. Intercorrelated and factored by diagonal method were the rating items, SAT-V, high school rank in class, and freshman GPA. A desirability factor was established by the faculty, but there was no significant relationship with SAT and only moderate relationship with GPA. The faculty associated student desirability with intellectual ability, motivation, values, and achievement, but did not associate desirability with conformity, extraversion, popularity, anxiety, or status centeredness.

Attempting to develop an item factor structure from the Adjective Check List, Parker and Veldman (1969, p. 605) asked 5017 students at the University of Texas at Austin to complete a check list. Comparing the responses of 2212 females and 2805 males with an average age of 18.6 years, the researchers found that of the 300 adjectives, only eight seemed to occupy dissimilar locations in male/female factor space. Seven factor loadings were identified as:

1. Social desirability with 26 adjectives like "pleasant" and "sympathetic"
2. Interpersonal abrasiveness with nine adjectives like "rude" and "lazy"
3. Ego organization with 20 adjectives like "industrious" and "thorough"
4. Introversion/extroversion with eight adjectives like "quite" and "talkative"
5. Internal discomfort with 14 adjectives like "sociable" and "emotional"
6. Intraception with three adjectives as "reflective" and "unconventional"
7. Social attractiveness with 10 adjectives like "polished" and "charming"

Austed and Emmer (1970, p. 9) attempted to show a relationship between personality traits and patterns of teacher behavior in order to identify those students who would most benefit from laboratory instruction. Hoping to avoid some of the previous research which used personality correlates, they specified certain teacher tasks and student-teacher interaction which measured ongoing teacher control of the class, e.g., clarifying instructional objectives, motivating and maintaining pupil interest. Based upon self-theory, it was assumed

that laboratory teachers with more positive self-descriptions would "perform teaching tasks with greater facility, be more open to constructive criticism and change throughout the semester, and be more open to interaction with the students they taught than would teachers with less positive self-descriptions." Utilizing peer teaching in an Introduction to English Class, students taught six to nine lessons each and received feedback from both instructors and peers. Individual raters coded the tape recordings of the student/teacher interaction. Only three personality variables were significantly related to laboratory performance in the predicted directions. Of those three, "motivation" and "assessing readiness" were most highly related to indirect teacher influence and student talk. The authors suggested early performance in the laboratory as a predictor of later success as well as a means of pinpointing the instructional needs of individual students. They further suggested that researchers use "...assessment instruments more directly related to teaching, such as anxiety about teaching..."

A research report by Waimon and others (1971) hypothesized "...that prospective teachers trained in microplanning will score higher on tests of teacher effectiveness and will not change attitudes about pupils and teaching in an undesirable direction." Ten social studies majors in an experimental group registered for six semester hours divided into microplanning, microteaching, and clinical teaching while the control group enrolled in a regular six semester-hour sequence. The groups were matched on sex, cumulative GPA, and hours credited. Each student was then given the same statement of objectives, unit booklet, and randomly assigned from five to ten high school students. The college student student planned and taught four half-hour lessons to his assigned group which was then given a test to measure recall and ability to reason. The high school students' mean scores constituted the criterion for teacher effectiveness. The Minnesota Teacher Attitude Inventory (MTAI) and Sorenson's Teacher Role Preference Inventory (TRPI) were utilized to measure teacher attitudes. It was purported that these attitudes would predict ability to relate to pupils and satisfaction with teaching, as well as to show reactions to objectives, course content, and methods. The hypothesis was dissproved when no significant changes were found in either the MTAI or TRPI ratings pre and post course tests.

Pursuing a slightly different task, Gough and Pemberton (1952, p. 307) studied the relationship of Minnesota Multiphasic Personality Inventory (MMPI) and group Rorschach profiles of 96 males in secondary school practice-teaching with relationships based upon (1) personal relationships with students and teachers, (2) command use of subject matter, (3) teaching skill, and (4) class management. They found no significant relationship via conventional scores and teacher ratings. However, intuitive sorting of MMPI patterns and configurations showed a positive relationship with ratings; the more successful male practice-teachers tended to score lower on hysteria (Hy), lower on psychopathic deviate (Pd), and higher on psychological aptitude. Other "signs", say the authors, seemed to be predictive of success in practice teaching.

Extending the research on the MMPI as a predictor of teacher behavior, Schluck (1971, pp. 1-2) compared data on classroom behavior

with MMPI ratings. The behavioral observation was begun six months after the teacher was teaching in his own classroom, and consisted of four observations made by the same team over a four-month period. Linear, multiple linear, and curvilinear relationships, as well as sex differences were studied. "Hypochondriases (Hs), Masculine/Feminine (Mf) and Depression (D) were found to be the best predictors of classroom behavior for the total group." These data tended to substantiate an earlier study done in India where Hs and Mf were the only two scales which differentiated education from non-education students. Predictors in the Schluck study differed for men and women. It would seem that there would be other meaningful dimensions to differences among teachers.

Since student teaching often leads to initial discovery of undesirable teacher behavior, Schluck noted that "If such behavior could be discovered, or at least predicted earlier, the institution would have more time to change this behavior or to counsel the student into another teaching field or grade level in which such behavior might be more appropriate before both he and the institution have a great investment in his college training."

The fiscal crunch in education has caused many to believe that adequate evaluation procedures would save money for both students and schools. Business, industry, and some professions have done very effective validation studies. There were selfish reasons for this research for they were motivated to make their enterprises more profitable. Neither teachers nor individual schools have the resources at their disposal to run studies as have business, industry, and the various levels of government.

Hall and others (1971, p. 6) have reported on the federal government's attempts to test the accountability of the schools by its performance contracting projects. It would seem to be in order for the state departments of education and the U.S. Office of Education to conduct highly sophisticated experimental studies in order to identify the cogent variables in PBTE programs, and, then, to make recommendations to the schools. The problem is too big to handled on a local basis, and it needs the best professional minds available. A program, similar to that produced to select pilots for the Air Force in World War II is needed to develop effective predictors of success in teaching. Probably the most effective secret weapon of World War II, the Air Force Pilot Selection Tests have been the chief contributing factor in the development of the airline and aviation industry in the United States.

The research project for the Air Force, as reported by Flanagan (1946, pp. 465-66) had the task of developing an effective selection instrument which could be given to all cadets who were interested in learning to fly. The intent was to determine the probability of becoming a successful pilot before being allowed to enter the flight training program. After a very careful job analysis was completed, a battery of 28 tests was developed. These tests were validated against three criteria of success, i.e., successful completion of the training program, successful practice bombing runs, and successful hits in real bombing runs on enemy targets. The test norms were given in stanines. Of pilots who scored in the 9th Stanine, only 4% were eliminated in Primary Pilot training; while 77% were eliminated from those scoring in the 1st Stanine. Would that teacher education programs might be as efficient in identifying "successful" teachers!

The task in teacher education is to do an extensive job analysis in order to identify characteristics and classification levels of successful teachers. Once these have been identified, tests need to be developed or selected to measure teacher aptitudes.

Rosner (1972, p. 197), in his comprehensive plan for implementing Performance-Based Teacher Education on a national scale, listed six criteria of success for validation purposes. His criteria follows:

"1. The relationship between the observed behavior of teachers and measurable pupil learning over a three-year period.

2. The relationship between the observed behavior of teachers and measurable pupil learning over a one-year period or less.

3. A logical criterion based on the observable behaviors of the teacher only but the quality of his professional actions is dependent on performance-based approach to teaching. Judgments may depend on empirical evidence gained in the development of criteria 1 and 2.

4. This level is a restricted one. The context might be a micro-teaching situation involving a small group of students. It might be used to assess a small unit or module of teacher behavior and pupil learning.

5. At this level the teacher need not perform before students but must produce at least one teaching skill, e.g., probing. This criterion must be validated by research.

6. Teacher behavior at several levels must indicate an understanding of concepts of teacher education."

There may be problems in quantifying all of the variables which the author listed. There is a likelihood that other criteria could be identified and some of Rosner's eliminated.

Many highly-researched and publicized tests are available (Buros, 1972) to assist in the final selection of criteria to predict teacher success. It is recommended that the U.S. Office of Education or a private foundation fund a research project in order to validate selection variables against relevant criteria of success. This model battery could be used by the schools for the selection of the most capable teachers and as a criterion against which institutions might evaluate and improve their teacher-education programs.

CERTIFICATION: RECENT NOTES AND QUOTES

by

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In a period when so many important educational issues are being debated and examined, there appears to be general agreement that the present system of teacher certification is inadequate. Teachers are currently certified when they have completed: an "approved program", and have the recommendation of the home teacher preparation institution; or, the courses required by the state minimum requirements and have the required recommendations. In some instances the applicants for licensure must also have passed a written test, undergone an interview and have submitted favorable references. While each of these procedures does tell something about the applicant for certification, none of them - separately or in combination with the others - tells us whether or not the applicant can perform competently in the classroom or other areas of assigned responsibility.

As indicated by John Dewey in a quote cited in Dialogue, "Crucial mistakes made in education stem from seeing problems in an either-or context, a position that recognizes no intermediate possibilities." (Gates, 1972, p. 8, no. 1). In order to avoid crucial mistakes it would seem to be imperative for personnel concerned with the preparation of teachers to be cognizant of the recent notes and quotes related to "performance" or competency based certification.

The remainder of this section of the NCA Workshop Report will be concerned with some of the limited materials available related to certification based on Performance-Based Teacher Education (PBTE). Additional information on this topic is available on pages 27-32 and 81-82 of the publication, Performance-Based Teacher Education - 25th NCA Teacher Education Workshop. Readers are also referred to the publications listed in bibliographies of that publication and this report.

Quotations

(Daniel, 1972, p. 5)

> It is much easier to defend the need for performance-based teacher certification that it is to provide a precise definition of the concept.....
>
> .....It is the position of persons advocating performance-based teacher certification - including this writer - that teacher certification practices should move toward the performance-based end of the continuum. There is not agreement, however, as to how far such movement should go and how fast such movements should proceed.

(Nyquest, 1972, p. 2)

> The present system of certification is archaic and really does not tell us much about the prospective competence of teachers. The completion of degrees and of a collection of courses does not fully inform us about a teacher, only that he or she is not intellectually inadequate and that he or she has some presumed interest in teaching.....certification should depend on performance over a period of time, with tenure not granted until that performance is adjudged to be competent.

(AOTE, 1973, p. 11)

> The certification of in-service teachers should be tied closely to carefully articulated and successfully completed in-service programs and should not be of indefinite duration. Instead, some process of systematic review should be employed for recertification of teachers at various stages in their professional careers.

Notes

1. According to AOTE participants, current issues in redesigning teacher education include the following:

   a. The need to work toward a more realistic and shared certification process, recognizing a variety of routes by which a candidate may become licensed and a more reasoned attitude among state departments toward reciprocity.

      The need to recognize the issue of responsibility for teacher education as one which probably should be shared by a wide variety of groups currently engaged in the process of education.

   b. The need to recognize and actively deal with the phenomenon of competency based teachers education, including extensive research before adoption and a wide airing of all of the facts of CBTE before state departments mandate it. (AOTE, 1973, p. 14)

2. Key comments from the role - alike groups at the AACTE Regional Conferences on PBTE included the following:

   a. We are nearing the point when traditional approaches to program approval (accreditation) are no longer useful. (Traditional approaches consist of reviewing status factors such as types of buildings, degrees held by faculty members, etc.) Greater emphasis should be placed upon the educational processes

which take place in the institutions and the competencies demonstrated by persons who complete the program.

b. "Pitfall:" Viewing PBTE as a foolproof way of guaranteeing that all PBTE graduates can teach. Experience has taught us that all the graduates may emerge with an equal ability to do something...but can they teach?

c. Teachers, at this time, seem to oppose any attempt to legislate changes in certification based on performance criteria before proper research and testing has been completed. Thrust of PBTE should be on pre-service at this time. (AACTE, 1973, p. 6-7)

3. An editorial statement by Andrews (1972, p. 1) emphasized the importance of state goals:

a. Performance-based teacher education programs and certification policies are only a means to an end. Too many people lose sight of this fact in their concerns over the pros and cons of performance-based teacher education. The more significant problem is what is the "end." What is a state or a college attempting to do by promoting competency policies or programs? An examination of state goals is fundamental to understanding state policies.

4. The October, 1972 issue of PBTE included the following information on approaches to be followed in Illinois and Vermont: (Andrews, 1972, p. 4 and 6).

a. Illinois - The Illinois Task Force on Certification report released in May, contains the following major propositions:

1. Performance expectations and assessment shall be the principal basis for approval of pre-service and in-service teacher education programs and for teacher certification in the State of Illinois.

2. Teacher certification in the State of Illinois shall have a broad sense of involvement which includes teacher educators, academicians, school personnel, students, and lay citizens.

3. Three levels of certification issuance will be provided: (1) an initial certificate (2) a continuing certificate, and (3) renewal of the continuing certificate.

4. Approved public school plans involving continuous performance assessment of teachers will be required for continuing and renewal certification.

5. A select number of university centers will be designed to perform certification assessment - recommending responsibilities and to provide alternative routes to certification.

b. Vermont - A plan for the development of school district programs utilizing performance criteria has been established in Vermont. This plan is an option open to groups wishing to prepare teachers; it does not eliminate the more traditional approaches to teacher preparation in colleges and universities.

The official description of the plan as it appears in the Vermont Rules and Regulations follows:

A Local School District may develop a program for the in-service training and professional advancement of its staff and may apply to the State Department of Education for approval to recommend issuance and renewal of all certificates at the local level. The appropriate certificate will be issued by the State Department of Education.

The following conditions will be considered by the State Department of Education before approval is granted to the program submitted by the local district.

1. Evidence that the local teachers participated in the planning and development of the program and have endorsed it by majority vote using secret ballot.

2. Evidence that the local school board participated in the planning and development of the program and that a majority of the school board members have endorsed it.

3. Evidence that the professional administrative personnel in the school district have participated in the planning and the development of the program and have endorsed it.

4. Evidence that there exists a reasonable balance between local workshop-seminar type in-service training programs and academic experience made available by institutions of higher learning as well as other valid educational experiences.

5. The program should encourage and facilitate individualized programs for professional growth and certification renewal.

6. The local program must include provision for job description, task analysis, and performance criteria for all educational personnel.

7. Evidence that institutions of higher education at least one of which has an approved program in teacher education, have indicated a willingness to participate in the local program or lend resources to it, e.g. Membership in a Staff Development Cooperative would be good evidence.

8. Evidence that local school districts have consulted with students, parents, and other interested citizens in the community, in the planning and development of the program; e.g. Is it part of the Local Design for Education?

9. The initial program submitted must provide for an annual review and evaluation by the initiating group.

10. State Department of Education review is provided for on an annual basis.

11. Designate by name and position the composition of the local Evaluation Agency.

5. Selected details of the New York State Master Plan were presented in the November 1972 issue of PBTE. Excerpts pertaining to certification practices, effective in 1980, are presented below:

a. Goal for Teacher Preparation and Certification

Certain underlying convictions exist about teacher preparation; they illuminate objectives of plans later outlined.

1. Pupil performance should be the underlying basis for judging teacher competence. (Such a basis is not now fully obtainable because of the limited knowledge about measurement itself.)

2. The basis for certification itself should be teacher competence, not merely the completion of college courses. Possession of a State certificate should represent an acceptable level of teacher competence in the performance of teaching duties.

3. The preparation of teachers should involve a number of pertinent agencies and individuals including schools, higher institutions, professional staffs, and relevant agencies.

4. Like other professions, teaching requires that professional personnel undergo continuous training; consequently, teachers should be expected to demonstrate competency periodically to maintain certification.

The Regents goal for the preparation and practice of professional personnel in the schools is:

> To establish a system of certification by which the State can assure the public that professional personnel in the schools possess and maintain demonstrated competence to enable children to learn.

b. Certification

> Several states are currently exploring the development of a statewide examination for certification. The Educational Testing Service is also revising the National Teacher Examination. These developments, in addition to the work being done by the establishment of the Regents External Degree Program, will be carefully studied and evaluated to determine the feasibility of establishing a statewide examination system in New York. (Regents, 1972, pp. 5-6).

In conclusion, although approximately 12 states have enacted legislation or state board regulations requiring performance-based or competency based certification of educational personnel in the future, consideration may well be given to the recommendations of the report of the U.S. Office of Education, Task Force '72 Committee on National Priorities in Teacher Education by Rosner and others. (Rosner, 1972.)

The six "Criterion Levels" identified by the Rosner Report include the assessment of a teacher's knowledge, appraisal of a teacher's actual skills, and measurement of pupil achievement after instruction. The report concludes that because of technical difficulties, etc. that demonstrations of change in teacher competency under actual classroom conditions is a more appropriate answer for accountability than pupil performance is as a criterion for teacher certification. (Rosner, 1972, pp. 308).

The Rosner report also recognizes the need for effective positive non-threatening incentives in in-service personnel development. New status and additional income are deemed essential if organized protest, poor morale and weakened school-community relationships are not to be an end result. (Rosner, 1972, p. 12).

The recommendations regarding the development of an integrated five year program include the following:

1. Establish training laboratories to facilitate instruction under real and simulated conditions. (One hundred TLs with a capacity of 20,000 educational personnel per year and at a total cost of 75 million dollars.)

2. Establish Educational Specialty Boards in order to develop a career line in teaching. Professional competency-based certification would be available to master-level teachers and teacher educators. (The 25 Board Examination Centers and related functions would cost approximately 13 million dollars over the five year period.) (Rosner, 1972, pp. 32-34).

Unless performance-based certification is to become another addition to the "junk pile of innovations," adequate preparation, research and development must be realized.

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III. IN-SERVICE: RELEVANT GROWTH FOR TEACHERS THROUGHOUT THEIR CAREERS

by

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The task of the In-Service Committee has been to examine relevant information concerning inservice performance based education, to sort out some of its essential characteristics, to determine its promising practices in preparing the teacher for a new role in the classroom, to enunciate present concerns that exist about selection and retention of the "good" teacher, and clarify some solutions that have been proposed that will answer some of the concerns.

There is no way to answer certain questions that Performance Based Teacher Education has introduced without involving the present teacher and his classroom. Who should teach and who is a good teacher must be evidenced by a person's ability to perform in the classroom and to make a difference in the lives of children. In order to increase the effectiveness of education for all children, there is increased interest in PBTE at the in-service juncture.

A PBTE in-service program must be designed to reflect the following essential characteristics. The program must be able to:

1) respond to demands for input into the educational process by students, parents, teachers, and associations;

2) increase the effectiveness of minority education;

3) utilize new technological resources and human resources which are not currently acceptable in the academic world;

4) seek relevance in educational experiences;

5) deal with escalating costs of education and requirements that teachers and schools be held accountable for their products.

The concerns of our society and educators are subsumed under these points or within these characteristics. How would one purport to develop an in-service program that would fit the above characteristics? It would be necessary to assess the needs of our present day teachers and be prepared to enunciate clearly the competencies which a teacher must have in order to achieve specified outcomes. This outcome is emphasized as an exit requirement or the mastery of a specific skill. This mastery of the skill or objective is a constant while the time it takes to attain mastery may vary with the student. All objectives must be

specified in advance of instructional strategy. Along with the objectives, the expected or anticipated outcome and criteria for evidence of satisfactory mastery should be clarified. The curriculum of a PBTE in-service program will include the following vital developments: Modularized interdisciplinary curriculum, alternative approaches to instruction, self-pacing, testing-out options, feed-back, recycling, self-designed goals, a small group focus, and reality-oriented field-centered experiences. The goal must be to keep the program open and regenerative.

For the student enrolled in the pre-service program at a training institution, this approach is more manageable permitting adequate time for the student to achieve behaviors and standards as they pertain to his unique concept of his education. On the other hand, present classroom teachers must find time to become adequately trained in the diagnosing of individual learning difficulties, prescribing appropriate activities and learning styles and providing adequate experiences to meet different learning styles. It is also difficult for teachers to become familiar with the resource materials and the amount of knowledge in the diverse subject fields which may be presented in a single classroom. Finding time for staff planning is difficult. There is also the matter of keeping up with the numerous records that must be kept, and finally the problem of selection of appropriate software and the maintenance of instructional hardware, film projectors, tape recorders, etc.

PBTE programming is not the panacea for all the weaknesses in our present educational programs. Yet, it offers great potential as an alternative method of learning for those with whom it works best. This applies to the college administration, college faculty, the pre-service student, the cooperating teacher, the secondary student and the early learner.

There are many variations in the operation of in-service programs. It is beyond the scope of this report to include them all. Therefore, samples of modifications of the traditional in-service approaches will be explored.

As early as 1961, there were concerns about how the curriculum of our educational programs would be affected by the advent of multi-media. There was a period when the educators attempted to arrive at a consensus about its value. Many were ready to accept; many were ready to reject. Harry M. Rivlin states the problem:

> As I see it, therefore, whether the media is a promise or a threat to education depends to no small degree upon who takes the initiative for directing that development. I am convinced that those who are dedicated to the improvement of education and those to whom teaching and learning are major intellectual concerns...must take the initiative. If we do not, what looked at one time as a promise may turn out to be a threat. If we take the initiative, what looked like a threat may very well turn out to be a promise. (December, 1961)

There were other predictions about the use of new media in an effective manner as described by Edgar Dale, who encouraged his students to look ahead--

> The charge which I see coming is one in which the teacher becomes less the presenter or communicator of planned-in-advance subject matter and fills the role of guide, counselor, evaluator and organizer, motivator of an exploring party, an intellectual gadfly. He becomes for his student the model of a mature educated, thinking man and not the petty administrator of simple learning tasks easily handled by the textbooks, workbooks, programmed materials, television and many other media. He will spend his time developing the independent learner and the thinking pupil. (October 1, 1962)

Now, ten years later there is an attempt to design a system of learning which relies heavily upon varied instructional media. Dr. Lawrence B. Smelser, Associate Professor, Department of Library and Audiovisual Education at St. Cloud State College, has studied the concept on the in-service training of teachers to become specialists in media, administration, or other learning support personnel. He proposes a system for developing specialist personnel in education through PBTE.

In-service programs for preparing specialist personnel through PBTE are needed as well as pre-service programs. The above statement is contrary to one in the Massanri Committee Report (1973, p. 7) which states, "The thrust of PBTE should be on pre-service at this time." If there is a need to develop teachers who have a performance based education, there seems to be the same need to develop specialists who work with students as well as with teachers, and who also must have those competencies necessary to offer the support for learning. The changing role of the teacher of teachers would necessarily demand a changing role for the teacher of specialist personnel in schools.

Types of Specialists Who Need to be Trained Through PBTE

Specialists in this paper are defined as those professional administrative and support personnel who are engaged actively in the learning process in schools. This definition, while not necessarily excluding others, would include principals, superintendents, professional media personnel, counselors, coordinators, supervisors, and reading specialists.

Relationship to Graduate Degrees

Just as pre-service PBTE has an effect upon the granting of undergraduate degrees, in-service programs for the training of specialists has a relationship to graduate degrees. Graduate programs for training of specialists, however, may or may not specify requirements that a graduate degree be obtained. Examples of competency based programs which do specify meeting degree requirements for certification as specialists include the Minnesota requirements of a masters degree along with various competency requirements for the media supervisor and a Specialist

Degree along with competency requirements for the school administrator certification. Media Generalist certification is based upon competencies but does not specify any degree requirements.

Entrance Requirements into Programs Training Specialists

Two or more years of "successful" teaching experience seems to be one criteria for meeting entrance requirements to most programs training specialists. An attempt is made by some institutions to screen out persons who may be "trying to escape from the classroom". This screening is done through recommendations and through personal interview.

Entrance requirements into specialist training programs also are sometimes dictated by the requirements of graduate schools such as minimum undergraduate grade point averages, and various test scores such as the Graduate Record Examination and the Miller's Analogy. Ability to communicate in both written and verbal forms is sometimes used as a criteria for entrance into these programs. All of the programs also require a minimum of a bachelors degree for entrance.

Relationship to Certification

Examples of state certification requirements may best show the relationship between these requirements and the PBTE programs for training of specialists.

Media Certification in Minnesota- In addition to school library certification, audiovisual coordinator endorsement, and audiovisual director endorsement, Minnesota has recently established media generalist and media supervisor certification endorsement which are competency-based. A task force was appointed to develop a list of the competencies which a media person needed to posses in order to perform at the building level (media generalist) and additional competencies necessary to perform as a supervisor of other media personnel (media supervisor). Members of this task force included persons from the state department of education, school administrators, librarians, audiovisual personnel, and college and university faculty whose responsibility included the training of media personnel. Drawing upon their own knowledge, professional literature, feedback from librarians and audiovisual personnel in the field, and from the work of the School Manpower Project, the task force developed a list of broad competencies required in order to perform the necessary functions as a media generalist and as a mediasupervisor. The report of this task force became the basis for new certification requirements which were instituted by the State of Minnesota Education Department.

In order to be certified as a media generalist or a media supervisor an individual must have a statement from the official of a college or university with an approved program that he or she has the competencies required. Colleges and universities, in order to obtain approval for their programs, in turn, must show that their programs for training developed those competencies. The new certification program for media personnel thus required colleges and universities to look at their programs in terms of the competencies which were to be developed by their students which resulted in changing roles for faculty.

School Administrator Certification in Minnesota. The development of new regulations for the certification of school administrators in Minnesota was similar to that for media personnel. The competencies are not, however, as clearly defined for the school administrator. The regulation states:

> Evidence shall be provided to the State Department of Education by those responsible for the training programs to show that competency-based programs submitted for approval have been developed with appropriate participation from school administrators, teachers, school board members, and citizens. All applicants for administrative certification recommended by those responsible for training programs shall have competencies in all of the following areas: school administration, supervision, curriculum and instruction.

A footnote to the regulation states:

> Programs submitted for approval shall include all of the following:
>
> A. A statement of rationale which delineates the administrative role which the program is designed to develop.
> B. Statements specifying competencies to be developed in the proposed program.
> C. A description of program components along with statements which establish a relationship between program components and specified competencies.
> D. A plan for assessing the individual candidates development of the specified competencies. (Proposed Reg. 1973, p. 6)

The process for the development of the list of competencies in both of these examples seems consistent with that of Elam (1971) and others who have advised there should be wide involvement from the various publics in the development of lists of competencies.

Development of PBTE Programs for Specialists

Similar problems are involved in the in-service development of specialists as are involved in the pre-service training of teachers. However, in some cases the emphasis may be different.

Different competencies on entrance. Those persons who select to enter a specialist area in education enter the program with perhaps an even wider difference in entering competencies than do persons entering a pre-service program. This difference in entering competencies may demand even more individualization of their program than is demanded for the pre-service student. Assessment of individual competencies upon entrance into a program must be an important facet of determining what new competencies need to be developed by the individual. The assessment should require self-assessment as well as outside assessment of competencies in cognitive, affective and psycho-motor domains.

Level of competency requirements. Many of the competencies required for specialist positions may be more difficult to define and to evaluate than those required for pre-service programs. Success in specialist positions may require more ability to operate in the affective domain which generally has been much more difficult to measure. For example, the need for an attitude of service may be more important to the media person than to the classroom teacher.

Importance of Field Experiences.. The field experiences component of PBTE is just as important to those being prepared for specialist positions as it is for pre-service preparation of teachers. The field experience for in-service programs may consist of an internship under the direction of the staff at the training institution. At least three patterns for internship are apparent. One consists of interning without pay, under a professional in a school situation where the experiences are planned to provide needed competencies. The second pattern is a paid internship where the cooperating institutions pay the intern for his efforts. The former has the advantage of giving more control to the training institution since in the latter the cooperating institution expects some returns for the money it pays the trainee. A third possible pattern might be used for students already employed by a school district. Such an internship would allow the student to have supervision while he is doing his work in order to define and practice those competencies for which the field experience is provided.

Learning Modules. Learning modules or packages in some dimensions seem to fit the patterns of graduate education as well as undergraduate education. The pattern in most graduate schools allows for individualized courses whether they be called seminars, readings, self-study, research, or et cetera, with allowance being given for individual difference. On the other hand, the problem of academic freedom for the professor to plan his own courses may create more problems for the graduate students than for the undergraduate student. (Devault, 1972, p. 75). Allowance in the program must be made for the professor to do "his thing" since in the opinion of many professors the student must pursue scholarly pursuits as well as gain those competencies necessary for the specialty which he has chosen.

Recommendations. Institutions of higher education should consider PBTE as one alternative for the preparation of specialists in the various areas of education.

The teacher training institutions have recognized the need to do something about their responsibility for the learning successes or failures of their pupils. The institutions must now assume that student performance is linked with teacher performance. One of the first recognizable facts was the need for new strategies for the professional preparation of teachers, and specifically it meant more attention to the education and training in terms of approaches, follow-up, and performance. Training in the real setting was largely missing from most teacher education programs. Internships and extended training have offered useful and highly valued exposure to reality. Dr. Roberta Anderson, Foster G. McGaw Graduate School faculty member from the National College of Education, is assuming a role of change agent at her school, in the pilot program described below.

A CRITERION-BASED FIELD-CENTERED GRADUATE PROGRAM

Under the directorship of Dr. Anderson, a criterion-based, field-centered graduate level program is being developed in conjunction with participating elementary school districts in Illinois, as a response to the emerging needs of school systems and teachers (Anderson, Feb. 1973). It is felt that involvement in the graduate program affords a unique opportunity for school districts in the area, teachers and college personnel to contribute jointly to the continued professional education of fully certified teachers at no additional expense to those participating in the program than is normally experienced in acquiring or providing quality education.

INSTITUTIONAL OBJECTIVES

The new graduate program's thrust is in keeping with the National College of Education's over-all objectives ascribed to by the total college faculty which are to create and maintain an environment conducive to:

1. the development of intellectual excellence and professional sensitivity;

2. the cultivation of vision and courage on the part of those who teach; and

3. the development of disciplined individuals capable of functioning within the framework of democracy.

The general objectives followed by the Foster G. McGaw Graduate faculty of National College of Education and adopted for the program are:

1. to acquaint the student with the language, concepts, and research methods of elementary education and related fields of study;

2. to acquaint the student with the most recent research developments in child growth and development and newer curricular trends in elementary education;

3. to promote scholarly study by the student in the advanced subject matters of elementary education and related fields of study;

4. to promote original experimentation and action research by the student in both campus and field situations;

5. to promote maturity in the personality and in the professional relationship of the student as he goes about his work in the educational enterprise and in the community life; and

6. to encourage the student to engage in further advanced study leading to continuous personal and professional development.

TWO GRADUATE DEGREES AVAILABLE

In keeping with these stated objectives two graduate degrees are available through this criterion-based, field-centered program:

The Master of Education Degree Program - designed for certified teachers dedicated to children and the development of their learning environment, serves the needs of professional teachers who seek advanced preparation for higher levels of professional competence in the classroom.

The Master of Science Degree Program - designed for exceptionally qualified candidates who are certified and have serious long-term interests in current or emerging educational professional fields, includes course offerings designed to prepare students for leadership positions in administration, supervision, research and as specialists in related fields.

Both degrees require thirty-four semester hours of graduate work. Ten semester hours are required in core courses taught on the Evanston or Urban campus, sixteen semester hours earned through prescribed self-directed involvement in the field-centered experience, and eight semester hours earned as selective and/or elective courses taught on campus or in extention centers. Those desiring the Master of Science Degree are required to write a thesis which receives two semester hours of credit. Those desiring the Master of Education Degree are required to write two research papers (one in education and one outside the field of education) for no additional credit.

Each of the degree programs run for a minimum of either four or five quarters in length depending on the type of experience desired by the student. Specific program requirements involving the field-centered experience is determined with full participation on the part of the individual student, the participating district advisor, and the college coordinator. This joint effort makes the program somewhat different from many other graduate programs.

Seminar attendance is required on the part of both the graduate student and his district advisor. The seminars are taught by the college coordinator and attended by the students and advisors; separately on some occasions, and jointly on others.

In addition to the time spent pursuing learning in the field each student is employed in the participating school district in which he gets his field-centered experience. Students in this program who are called Residents receive half a regular teacher's salary for the year they are assigned to the field-centered experience dimension of the program.

SPECIFIC PROGRAM OBJECTIVES

The specific program objectives adopted for the program by the participating districts, teachers and college are:

1. to provide a criterion-based program of study as a means to meet rising professional standards;

2. to assist the fully certified teacher in acquisition of a specialized knowledge over a period of time through extended contact with school systems, children, and on-going educational programs;

3. to provide for a research service to the participating districts including examination of school organizational patterns, etc.;

4. to provide for a transition period for those personnel returning to the profession;

5. to assist in orientation of new personnel to the school system; and

6. to provide for a structured opportunity for certified teachers to build on their past experiences (student teaching and other).

SPECIFIC INSTRUCTIONAL OBJECTIVES

The determination of specific instructional objectives for each graduate student involved in the program is in progress at this time (summer 1973). Each student the participating school district advisor and the graduate college coordinator must develop these objectives jointly. To assist in this task a first draft copy of the basic format and common language to be used in the program is available, developed by Dr. Anderson, and will be revised as the need arises (August 1973).

OPERATIONAL AGREEMENT

In order to arrive at some operational agreement (between the participating school systems, NCE and the graduate students involved) criteria for selection of specific school districts and personnel (local district advisory personnel, certified teachers seeking master's degrees, college coordinators and the director of the Pilot Teacher Education Program) were established and each of their respective roles defined (Anderson, April 1973 pp. 5-12).

FORMAL AGREEMENTS

In drawing up the formal agreements between the college and participating school districts the following concerns had to be dealt with:

1. Boards of education can make contractual agreements lasting only for the duration of their elected tenure.

2. Special contractual arrangements had to be drawn up with presently employed teachers wishing to participate in the program. Such things as tenure, pension, fringe benefits, movement on the salary schedule and teaching responsibilities had to be agreed upon.

3. Special contractual arrangements with teachers wishing to participate from outside the district who were to be hired for half time pay plus benefits had to be drawn up.

4. Candidates for the program had to be recruited by the college who were also acceptable to the district in which they were to be hired.

5. Local administrators had to be willing to spend the time to work directly with the director of the graduate program.

6. Local teacher associations had to be involved in the final decisions in regard to the acceptance of the program in particular school systems.

7. Facilities had to be arranged for in the school districts to provide for seminars and office space for college supervisory staff.

8. Qualified district personnel had to be identified to serve as advisors.

9. Adequate freedom and sufficient educational resources had to be available for all teachers involved in the field-centered program.

ADVANTAGES - LOCAL SCHOOL DISTRICTS

Some advantages as seen by the local school districts who will be participating in the new program are:

1. a single teacher's salary can buy two certified teachers who work in the district for a year as they pursue a master's degree;

2. recruitment costs can be cut because the district will have an "in house" reservoir of applicants to pick from trained by the district and college;

3. additional certified personnel will be available to the district at no additional expense;

4. certified personnel whom the district knows "first hand" will be readily available to substitute (up to 15 days a year as part of the field experience) for absent teachers;

5. additional certified personnel will afford the districts the opportunity to create new and innovative ways to release full-time teachers to work on district-wide problems and curriculum programs;

6. "experienced" teachers will be available for hire (those who were in the program) at beginning teacher's salaries at the termination of the field-centered portion of the master's degree program;

7. professional assistance for the field-centered experience from NCE faculty will be available on a regular basis at no additional charge to the district; and

8. local research in specific areas, if desired, can be carried out by graduate students under supervision while enrolled in the program.

ADVANTAGES - CERTIFIED TEACHERS

Some advantages as seen by the certified teacher who will be participating in the program are:

1. in several cases there will be no need to leave a present teaching assignment;

2. need to travel long distances to take evening graduate courses will be minimized;

3. acquisition of a more salable expertise based on performance;

4. shorter time spent acquiring quality education due to consolidation of efforts;

5. built-in opportunity for possible future employment and advancement within the district; and

6. opportunity to earn a salary while enrolled in a master's degree program.

ADVANTAGES - NATIONAL COLLEGE OF EDUCATION

Some advantages seen by National College of Education through initiation and participation in the program include:

1. opportunity to educate "in-the-field" educators to the policies and procedures employed in criterion-based teacher education;

2. opportunity to capitalize on relevant learning environments available through this program for use in the continuing education of teachers;

3. opportunity to receive valuable feedback from elementary school educators on the quality of NCE's teacher education programs both at the graduate and undergraduate levels; and

4. opportunity for NCE to obtain ideas from school personnel and students as to what teacher education needs to become inorder to better meet the even changing demands of present day society.

IMPLEMENTATION

Full implementation of the pilot program just described is set for the fall of 1973 with two elementary school districts in DuPage County Illinois participating. It represents one example of another alternative avenue leading to effective in-service education of certified teachers.

B. Othanel Smith, the principal author of the book, Teachers for the Real World, contends that teacher education programs should be designed around competencies to be developed, evaluating students and the program itself on the basis of results--the achievement of the desired competencies. This direction was closely related to the individualization of programs of preparation. Various methods have been suggested for capitalizing on the unique learning capabilities or individualities of students. Among these have been experiments with non-graded schools, ability grouping, team teaching, independent studies, flexible scheduling, non-directive classrooms, and the open classroom.

Mrs. Veronic Grimes, Assistant Professor of Elementary Education at Minot State College, explores the use of demonstration models for in-service education in PBTE.

A NEED FOR PERFORMANCE-BASED TEACHER EDUCATION DEMONSTRATION MODELS:

Educators are now taking a long look at performance-based teacher education. Teachers in-service need to be exposed to PBTE. These classroom teachers feel the need for updating their materials, their methods, and their knowledge about research efforts, as the current revolution in education progresses. Usually, it is not possible, or necessary, for them to take a full block of time away from teaching for becoming informed, for re-thinking, and for "re-tooling", as the succession of movements comes along.

One answer to this need is the use of a demonstration model education setting. A key recommendation to this effect came from teachers attending the seven regional conferences on PBTE, sponsored by the American Association of Colleges for Teacher Education, held between November 1972, and Many 1973. They suggested that in states where PBTE has not been implemented that a model PBTE program be established between a teacher training institution and public school systems, where it might be used for in-service as well as for other purposes.

LIBRARY RESEARCH AND NORTH CENTRAL ASSOCIATION WORKSHOP PRESENTATIONS AND DISCUSSIONS:

Library research reveals very little in this area as the subject is new, and pilot programs have not been in operation long enough to warrant conclusions or recommendations. The 1973 North Central Workshop members have benefited from presentations on PBTE given by Dr. Richard Hersch of the University of Toledo, Dr. Harrison Gardner of Purdue University, and several faculty members and administrators of Ball State University. The 1972 workshop contribution on the subject has been reviewed; the AACTE series of publications on PBTE have been studied; and other writings on the subject referred to in the bibliography have been scanned for ideas. Day long discussions for two weeks, between members of the workshop have made a significant contribution, as several participating institutions have PBTE programs in various stages of implementation.

WHAT A DEMONSTRATION MODEL CAN HOPE TO ACHIEVE

A directed observation program at such a demonstration model could acquaint area teachers with such concepts of education as:

Behavior Modification
Individual Reading Conferences
Materials and Equipment for Individualizing
Interest Centers or Learning Centers
Activity Planning
Large Group Organization and Instruction
Small Group Organization and Instruction
Appraisal of Reading Performance
Appraisal of Written and Oral Communication
Appraisal of Mathematical Performance
Reports to Parents
Instruction in an Unstructured Open Classroom
Reports on Research Findings in Education

All of the above named items are a part of Performance Based Teacher Education.

"Quality control" has come to the foreground whether educators welcome it or not. Accountability is a "fact of life" that will have to be dealt with. PBTE is a form of quality control aimed at establishing competency in teachers. If PBTE were to be demonstrated in a model, such as has been suggested, another whole dimension of teacher education would be added to the model, namely: "What are the competencies all teachers must have?" Educators, themselves, have much trouble defining them. How successful could a demonstration model be in selecting a list of competencies which would satisfy the area to be served? Perhaps specific competencies for a teacher in each classroom with each child is the answer. In this a model would have a chance of success.

Dr. Arthur G. Martin reported at the Associated Organization for Teacher Education Conference held in St. Louis that sixty percent of 144 outstanding educators had agreed on fifteen items from a list of teacher competencies. He considered it "absolutely amazing that this many educators could ever agree on anything." (May, 1973).

At the meeting Dr. Sylvester King asked:

> Are we really searching for a national set of competencies?....Does this suggest that our high powered minds can produce a model acceptable to all? Or -- are we in face recognizing the uniqueness from one geographic region to the next....from one student population to the next....that in fact what we really need to search for is a variety of models--any one being designed for the uniqueness of a given region, school or child....I question that in one single model we will be able to find the effectiveness we are searching for in a system we no longer call a melting pot, but one we describe in terms of cultural pluralism.....(May, 1973).

Generalized types of modules perhaps could be suggested in a demonstration model. The demonstration model could make available to interested visitors its own modules for checking out teacher competencies.

Then what can a model do? Could it encourage and build the idea of the necessity and possibility of being an innovative teacher in each teacher with whom it made contact? Then each teacher, each prospective cooperating teacher for student teachers from the teacher education institution, would build his own competency-based program for his own situation.

He could begin by going down the list of areas of instruction in an elementary classroom or his subject area. The modules would change as the year progressed, for example, from adding like fractions to adding unlike fractions. As reading word attack skills were mastered by certain children, new modules would be built to check performance in teaching further skills. After initial presentation as the range of achievement spread in a group, new modules would be needed.

Models could be present in every public school building; each teacher designing his own modules and exchanging them with colleagues. There is a very large "gap between language and deeds." Setting up competency modules for teachers is a gigantic task. It will take the work of many "good" teachers, adapting the criteria to their own classroom needs. Teachers do have a part in teacher education. As they help initiate the new ones, they must inevitably evaluate themselves.

Conclusions and Recommendations

The PBTE modules developed by an in-service teacher, who is likely to be cooperating teacher, would be a definite base for conferences with the college supervisor and the student teacher. Each of these would have input and would evaluate. In-service education of the cooperating teacher in PBTE would come about as he worked with the student teacher and supervisor.

The student teacher would have a sequence of competencies to master. He'd know what the competencies were to be at the beginning of the course. They would be a means of self-evaluation as he asked himself: "What am I now confortable with, and what have I left to learn or to apply by performance?"

Ideas from Dr. Leslie Mauth's "Reflections on Teacher Education" (June, 1972) are included in the conclusions and recommendations suggested in this paper. The suggested system would allow for "the current tendency to allow increased variety of choices and vehicles to meet the requirements." However, at the same time, it would be competency-based with standards to meet, some based in measurement, and more awareness of outcomes. It would be a happy combination of PBTE, modern methods, and the best of successful older methods.

Only the people in the classrooms can know the explicit jobs that need doing and build the plan. Such a plan would tend "to fix the responsibility for teacher performance" so that at the completion of a course the cooperating teacher with his college supervisor could give "a personal endorsement to this candidate."

The young teacher's certificate would become "more indicative of adequacy in teaching competence, not just of subject matter mastery."

> A young teacher would not have the attitude of "just trying" but rather of "needing to accomplish" the teaching task. He could better analyze where he needed help and proceed to get it. Both cooperating teacher and college supervisor would be able to "apply professional judgment" more effectively. Varying rates of progress would be possible. It would be a further step toward merging laboratory experiences and methodology in the professional component in an actual classroom setting with the classroom teacher significantly involved. (Mauth, 1972).

Another major direction of change described in the book, Teachers for the Real World, is the establishment of a new kind of partnership among colleges, schools, and the communities they serve. (Smith, 1969). Also required are new partnerships or consortia and roles for college teachers, school teachers, community people, and school and college students. It is accepted that neither the school nor the college can do the job alone. Dr. Dennis Schroer, Laboratory School Principal, Eastern Oregon College, will examine this new relationship and the changing roles of personnel as it applies to an individualized in-service program:

Rationale:

The program description to follow is not intended to be comprehensive in nature but rather to highlight certain important elements of an in-service program.

In many instances in-service teacher education programs are based upon the supervisors' or administrators' perception of the curricular needs of a school or upon the course offerings of a local university. The difficulty arises that the supervisor may accurately perceive the needed improvement of a particular program, but if teachers do not share this perception or is not high in the teachers' set of priorities, of problems, there is some evidence to suggest that the effectiveness of in-service programs designed to change teacher behavior is limited. (Sciara, 1972, p. 4). The in-service program should be based upon the premise that teachers and administrators at the building level must be the people identifying problems which form the content for any in-service work.

The teacher must be ready to learn. That is, the teacher is motivated to work toward acquiring some new competency. The in-service project should involve only the teachers who voluntarily declare an interest and desire for involvement.

When a particular teacher or group of teachers have expressed a readiness to work toward a particular goal, a prescription for appropriate training should be offered. Ideally, training will be aimed at specific competencies that are self-paced, include evaluation and provide for practice with feedback.

Procedure:

Acting on the assumption that teachers know best the problems which beset them and that the identification of such problems would seem to be the best content for upgrading teaching performance, a procedure should be established for determining the problems encountered by teachers. Two approaches are described. The first approach consists of the administration of an instrument which would survey teachers as to areas of difficulty commonly reported by teachers and researchers to be areas of difficulty for teachers. Teachers would indicate the level of intensity of their interest to the various statements in the instrument. As a check against the validity of the survey, interviews could be conducted by the college consultant.

The second approach would stress the initiative of the public school for identification of problem areas. At the building level, schools would determine the general objectives for the in-service program. College personnel would then participate in the joint planning of the specific competencies, practice activities and evaluation.

Acting on the assumption that teacher attitude toward in-service education has a direct effect on the effectiveness of such programs, a pre-test of teacher attitude toward in-service might serve as an adequate discriminator in the selection of teachers when only a limited number of teacher-participants are desired.

Each college consultant responsible for a module should have demonstrated competency in that area and in previous in-service work. Modules would be conducted in both group and individual sessions. Practice and evaluation of competencies should take place in the classroom whenever possible. In other cases, classroom problems identified by the teacher would have to be discussed and encountered in a group situation.

College consultants are to work closely with building administrators involved, keeping them informed of the areas of concern and study as it evolves in the modules. Materials distributed in teacher group sessions would also be given to the principals. Generally, principals should not attend in-service meetings with teachers. The separation allows teachers the freedom to be more open in the expression of concerns and in revealing weak areas. The principals should have opportunity to identify their problem areas and be involved in administrative in-service work.

Instructional Module:

The instructional modules prescribed for individual teachers and small groups would be flexible as to time involved and amount of college credit earned. The modules would consist of three basic elements: (1) objectives which pinpoint specific competencies, knowledge or attitudes which the teachers can expect to acquire as a result of pursuing the practice component, (2) the practice component should provide for or suggest activities, information and practice with feedback which are useful in acquiring the competency, and (3) the evaluation component will measure the extent to which each skill is acquired (A.S.C.D., 1971, p. 10). It is understood that a performance based approach presently has limitations and should not be stressed to the point that in-service work does not fit the needs of teachers.

James M. Cooper, Director of Teacher Education, University of Massachusetts, has identified a real problem that exists in the organizational pattern of our schools that results from the lack of differentiation of the roles which teachers might play.

> "We never find out what special *educational* talents a teacher has, and we never diagnose what skills he should have but does not. Without this knowledge, we cannot decide on the structure for a rational in-service training procedure which will develop his own uniquely beneficial competencies." (November, 1973).

Cooper continues to tie this problem into a problem of retention that cannot be solved by in-service training but by a reorganization based on a performance based concept that would identify the special needs of the classroom teacher.

The Chairman of the In-Service Committee, Mrs. Irene M. Wright, Dean of Instruction at Harris Teachers College in St. Louis, explores this need to change the present organizational structures in order to provide meaningful in-service training to teachers who are now able to become upwardly mobile within their chosen professional area of teaching and the relationship of differential staffing to in-service training.

What is Differentiated Staffing?

In recent years, the concept of differentiated staffing has been proposed as a possible solution to the economic crisis in education, the need for multi-cultural input in the classroom and the ineffective utilization of the professional teacher in the classroom. However, the concept has been resisted for one reason or the other - maybe because of lack of understanding of the concept or the professionals' fear of losing their job security. With the advent of performance-based teacher education as another solution to the problems in the training of teachers, differentiated staffing is again proposed as a desirable program component.

One may describe differentiated staffing as an educational innovation designed as a means to an end: the attempt to keep outstanding teachers in the classroom, together with the idea of trying to match teaching objectives to student needs. English and Sharpes (1972) describe the philosophical foundations of differentiated staffing and its gradual evolution from a highly structured model to a flexible, student-oriented framework. The numerous problems and difficulties involved in inaugurating such a program in a traditional school system are enunciated and four versions of differentiated staffing are identified by the authors.

What Can Differentiated Staffing Patterns Do For PBTE?

One of the ideas that ties into the PBTE concept is that "staff differentiation appears to be an enabling innovation, that is, it permits things to happen within new structure..." (English and Sharpe, 1972). The hiring of paraprofessionals, interns, and associate teachers may free the staff teaching of some non-teaching duties in order that flexible scheduling, use of paraprofessionals, individualization of instruction will be maximized. Like pupils, different teachers have different

interests, talents, and commitments. Yet, they are commonly expected to perform the same or highly similar tasks. This job of the generalist teacher is becoming increasingly unmanageable. The range of expectations of our secondary teachers is overwhelming. With a plan for differentiated staffing, the teacher's strengths and weaknesses for a specific teaching role would be diagnozed and on the basis of the performance criteria the entry point to the teaching level would be determined. Selection for particular vacancies would be dictated by a demonstration of competencies. (Burdin and Reagan, 1972).

Taking into consideration the differences in learning styles and rates, alternate training strategies can be designed for each performance criterion. This necessary in-service activity will directly relate to the teacher's improvement in the classroom. This would provide a positive incentive for on-going in-service activity and it would be possible for the learning to take place during the work day and in the classroom. While there may be a need to leave the training facility for some specific experiences, alternative strategies could be designed for the classroom. (Burdin and Reagan, 1972).

How Will A Differentiating Staffing Plan Aid In The Selection And Retention Of Teachers?

The greatest impact on the learning situation is the retention of some talented teachers in the classroom for longer periods than if they were promoted out to sub-level or middle-management positions. It also means that someone (no one has fully agreed upon who that someone will be) will select those teachers of potential mastery skills and competencies for an effective role in the teaching hierarchy. Education has been slow to provide the more powerful career patterns for substantial numbers of their teachers within the teaching ranks. There are almost no choices for the "good" teachers who seeks new and interesting activities within the teaching profession. There is the possibility of succeeding to the administrative or supervisory ranks and become disassociated from most direct contact with children and youth.

It seems logical that teachers should be able to develop strong careers as teachers by becoming teacher leaders or teacher specialists or teachers of teachers and function as a leader of new members of the profession. This would permit the master teacher to continue to work directly with pupils in highly specialized ways such as diagnosing learning dysfunctions and prescribing teaching strategies for correcting them. Other professions have incorporated the concept of the career lattice which allows for more entry levels. The lattice idea combines horizontal and vertical movement. On a lattice, one might move vertically or horizontally as his change in training level, interest and expertise dictates. There would be the choice of becoming involved in a single discipline, subdiscipline of teaching strategy (small group, inquiry teaching, interpersonal behavior development).

With the consortia arrangements being developed between the training institutions and the school systems, there is a need for liaison personnel and clinical professors. PBTE programs are dependent upon these cooperative arrangements between schools and colleges and other community agencies which have led to the suggestion that differential staffing may be one of the

solutions. Varied career lines or hierarchies have been suggested for master-level teachers, interns, provisional and permanently certified teachers, or teacher trainers. Efforts have been made to define explicit competencies of educational personnel within the designated career line.

Kevin A. Ryan (1972, p. 73) takes the position that instruction in specific teaching skills should supplement a core teacher education curriculum. Performance in such specific skills and competencies would become the criteria for selection and advancement in pre-service education and later for positions on a differentiated staff--of course, this would require an on-going in-service education for skill specialization and specification.

How Would The Changing Role Of The Teacher In PBTE Be Affected By A Differentiated Staffing Plan?

The California Council on Teacher Education (1952) formulated the six-role responsibility of a teacher:

A Director of Learning
A Counselor and Guidance Worker
A Mediator of the Culture
A Member of the School Community
A Liaison Between the School and Community
A Member of the Profession (Kinney, 1952)

Prior to recent efforts, the teacher education institutions targeted the first three roles for their main curricular focus. When we examine the last three roles it is evident that the curriculum developers have been guilty of "benign neglect." Yet, when we focused on these major roles, there was a failure to analyze or break down the differentiated functions performed by the various classifications of teachers, nor did they consider the fast-changing responsibilities that innovation and change have brought to the profession. More than ever before, the roles of the teacher have changed, particularly as they apply to the direction of learning activities. Travelstead refers to the use of differentiated staffing in the field of education in this way:

> It appears that a similar development is taking place in education. After the practitioners in this profession satisfied themselves and the public that teaching is, indeed, a profession, and that those properly prepared for it are "respectable" and professionals, they began to recognize (and are now willing to admit) that paraprofessionals (persons having considerably less education than the regular teacher) are able to do very well many things to enhance the education of children and youth. When these paraprofessionals are thus used, the regular or master teacher is freed to do more of the things for the learner which others cannot do. (1969, p. 49).

The accelerated use of educational technology in PBTE has done much to change the role of the teacher. The present and future emphasis given to the multi-media approach is affecting the functions of teachers. Stake points this out in the following statement:

> What will the typical classroom teacher do? His will be a changed role as Engler says. The primary responsibility of most teachers will be as learning monitors - observing progress, diagnosing trouble, suggesting changes. Some teachers sometimes will be scheduled to teach, to counsel, to administer...All will play adult-role models, according to their wont. All will have roles - sometimes redirected by the curriculum-control-station in that subculture within the school. But mainly the teacher will be an evaluator, sensing the progress and shortcoming of the operation and generating feedback to the curriculum control center. Students, administrators, and parents will also provide various feedbacks. The most gifted teachers will have greater opportunity for setting aside pre-planned instruction and socialization and greater responsibility in devising a substitute. The less gifted teacher's advice will carry less weight. (Stake, 1969, p. 304).

How Would In-Service Programs Be Strengthened By A Differentiated Staffing Plan?

Turner (1972) has identified four conditions which must be met in order to facilitate the acquisition of specified teacher competencies: measures of competency, instructional materials, opportunities for practice, and the development of incentives to motivate the acquisition of knowledge and skills. He points out that the major difference between the designs of pre-service programs and in-service programs is the matter of incentives. Pre-service teachers are motivated by the need to acquire certification in order to seek employment. In that case, it may be desirable to introduce additional certification requirements for more experienced personnel.

The proponents of differentiated staffing are suggesting that a new type of certification for specific and/or specialized expertise may help to circumvent the old concepts of experienced teachers "who are fully certified"--possessing "terminal" competencies. Thus, the justification for reorganizing the school staffs is one of the incentives. Adequate incentives will help the teacher elect to build upon her existing knowledge and skills and to encourage the developments of new knowledges and skills.

Davies (1970, p. 3) has observed that we shall not overcome education's inadequacies simply by revising the curriculum, relying upon technology, or increasing the level of funding. We shall do it he contends, "by taking a hard look at a variety of people who can be trained to augment the teacher's work, leaving him free to teach...by more

effective staff utilization...and by developing cooperative efforts that link the schools with the institutions that train educational personnel." (1970, p. 3).

The promises are logical. Unfortunately, the mere changing of staffing patterns will not necessarily improve instruction or guarantee that anything will be done differently. The additional time must be used wisely and a change from how things were done must be evident. Substantial changes must occur along with a change in organizational structure.

Are There Possible Pitfalls In Plans For Differentiated Staffing?

There are many unanswered questions and a few "obituaries" of programs of differentiated staffing that have passed away. Some of the questions should be carefully examined. How do you use this system to enhance faculty morale? Who determines the selection and promotions of staff? Will the plan have the backing of teacher unions and professional organizations which question the whole concept? How do you know that learning will improve under this system? How can rapport between the public and its school teachers be increased through this pattern? Will differentiated staffing problems reenforce the problems of PBTE programs instead of the promises?

The performance-based teacher education approach was hailed in its initial stages of development because it questioned courses, credits and grades as exclusive predictors of good teaching. With its emphasis on alternative routes and actual performance - there was great promise. Yet, questions are now being raised about the students becoming the "slaves" of the system of performance rather than the masters. The programs are self-contained, sequential and highly mechanistic in their emphasis on criteria, competency development, and behavioral evidence - the "individual" must follow the prescribed curriculum. Where is the freedom that was promised?

Much reform in teacher education risks excessive specialization. When we exhort students to cultivate practical, demonstrable, and measurable technical competencies, the danger is always great that we minimize or ignore competencies that, at a given time, do not appear to be immediately "relevant" to classroom teaching, counseling, or administration. (Nash and Agne, 1971, p. 47-56).

The rationale for new abilities on the part of teachers have led educators to suggest experimentation with the basic concept of staff differentiation. It appears to offer a plan for recruitment, induction, and continuous education and reeducation of staff personnel for our schools. This concept presents a much broader range of manpower to education. There are still questions about what types of staff with what kinds of abilities are required to promote appropriate pupil activities for accomplishing stated objectives of schooling.

In the final analysis, one must agree with Hansen:

> Although it has been said...that most change does not take place in educational organizations

> or educational enterprises as such, but in the people who are affected, it is still necessary to devise an organizational pattern that facilitates rather than blocks change. (Hansen, 1968).

The professional teacher is constantly seeking ways to improve himself. Education to him is a continuous process of adding to knowledge and skills and keeping abreast of advances in subject matter and ways and means of teaching effectively. This process of on-going study and development, places pre-service and in-service on the same continuum. The questions raised and some questions that are answered by the PBTE concept is not adequate. This feeling has been expressed by Dr. Robert Hutchins in an address at Harris Teachers College, April 28, 1973:

> The object of education is to help people develop their human powers.....If we could formulate an educational program satisfactory to us and had the power to institute it, we should have to expect twenty years at hard labor to make it the American educational system and twenty years more to show whether we were right or wrong.
>
> The educational problem is an especially difficult aspect of the general problem of permanence and change. Education takes time. In a static society, if there ever was such a thing, one could proceed on the railroad theory of history, which extrapolates the requirements of the present and, proceeding at a predetermined rate, meets them at a predetermined date. No such theory can be applied to the United States.....In such a society we cannot think of education as a means of getting the young ready for something. We have to think of it as a means of getting them ready for anything that may happen, and what is most likely to happen is what we least expect. (Hutchins, April, 1972).

The present day educator must question what kind of educational program will help teachers to face new situations and solve new problems, that is, situations and problems for which they have not been and could not be directly or specifically prepared.

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AN ABSTRACTION

by

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The individual report to follow reflects the endeavors on the part of one NCA workshopper as she pursued her college's assigned task. The assigned task was to be involved in activities relating to the development of objectives and a competency system for a new master's degree program for fully certified teachers. The design and intent of this program is discussed in detail in the group report entitled "In-Service: Relevant Growth for Teachers Throughout Their Careers" written by Wright, Anderson, Schroer, Smelser, and Grimes appearing in this same publication.

Considerable time was spent in interviewing workshop speakers, participants, and members of the Ball State University staff who had information and/or expertise that related to the assigned task. The following persons contributed measurably to the crystalizing of plausible routes for determining objectives and possible systems of initiating a competency (criterion) based graduate program:

Dr. Richard Hersch, University of Toledo;
Dr. Harrison Gardner, Purdue University;
Dr. Louis Fillinger, Fort Hays Kansas State College
Mrs. Veronica Grimes, Minot State College;
Dr. Lawrence Smelser, St. Cloud State College;
Mrs. Irene Wright, Harris Teachers College;
Dr. Robert Koenker, Dean of Graduate School, Ball State University
Dr. Ethan Janove, Director, Institute for Community Education Development, Ball State University;
Dr. J. S. Rawlings, Dean of Continuing Education, Ball State University;
Dr. Don Lyon, Department of Educational Administration and Supervision, Ball State University; and
Dr. John Strouse, Department of Secondary, Adult, and Higher Education, Ball State University and Co-Director of the NCA Workshop.

Other sources consulted were materials previously written for the new program (proposals, agreements, etc.), program materials written by Dr. George A. Redfern et al (May, 1966) and Hersch et al (1973). The Criteria Scale IOTA, put out by Purdue University (Bolen et al, 1964) and books and articles written by: Davies (1973), Bowles (1973), Keeton (1972), Reagan et al (1973), and Rosner (1973, who all had their own ideas on how teacher performance ought to be judged, were reviewed. Personal materials on the New School of Behavioral Studies in Education, University of North

Dakota, Grand Forks, North Dakota (news clippings, memoranda, articles, etc.) shared by Veronica Grimes were of significant help in providing insights into the pitfalls or initiating a new program.

This investigation led to the completion of the first draft of "A Handbook for a Master's Degree Program - In Residence" (Anderson, August, 1973). Previously written sections of the handbook were polished and new sections were added to round out the information needed.

The resultant Handbook for A Master's Degree Program - In Residence contains:

1. An Overview of the Program -
   a. Purpose
   b. Institutional Objectives
   c. Program Objectives
2. Regulations and Qualifications
   a. Degree Program Requirements
   b. Criteria for Selection of Elementary School Districts and Personnel to Participate in the Field-Based Experience
3. Program Time Schedule
4. Resident Centers
5. Program Calendar
6. Role of Personnel Involved in the Field-Based Experience
7. Criterion-Based Evaluation
8. Areas of Performance
9. Resident/Advisor Worksheets
10. Evaluation Reports
11. Record of Graduate Credit Earner-Program Options
    a. Master of Education - In Residence with Specialization in:
       (1) Educational Supervision
       (2) Curriculum and Instruction
       (3) Reading Education
       (4) General Special Education
    b. Master of Science Degree Program - In Residence with Specialization in:
       (1) Educational Supervision
       (2) Educational Administration
       (3) Reading Education
       (4) General Special Education
       (5) Curriculum and Instruction

A future task will be the preparation of course outlines for the two required seminars taught by the college coordinator; one seminar for Residents (fully certified teachers pursuing a master's degree program while in residence in a local school system) and one seminar for District Advisors (full time certified teachers from participating districts who are assigned to work with Residents). The reader is reminded once again to refer to the In-Service Group Report previously mentioned for detailed information on the program covered in this individual report.

The material put out by the University of Toledo (Hersch, et al, 1973) should be of some help as should the IOTA Criteria Scale from Purdue University (Bolen, et al, 1964) in developing the format and content of the two seminars mentioned above.

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ACCOUNTABLE FOR WHAT?

by

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Behavioral objectives, performance based teacher education, and competence based teacher education are titles used synonymously in teacher education in regard to accountability. The instruments or methods connected with these titles are being used nationally to measure teacher

and student performance. These performances are closely tied into identifying effective techniques for planning and developing systems. Why people behave as they do is difficult to either measure or understand. What teachers and students should be accountable for is equally hard to project. The following statement illustrates the uncertainty:

> When I teach, I try to know each learner and let him know me. I trust that what I am, coming together with what he is, will nourish growth in both of us. I can never know what my presence will nourish or block in another. But I have no choice. What can I give others than what I am? If he does not learn as others expect he should, can you judge me by that? Who is accountable, and for what? (Suehman, March, 1973, p. 58)

What should individuals learn? Who has the right to determine choice for the student? One realizes that judgments or decisions have to be made and the most clearly defined way of establishing goals is by experienced people developing objectives. These objectives are considered to be best in terms of molding (or manipulating) the student into proper institutional behavioral patterns.

To further relate the questionability of developing objectives, an illustration from the book The Little Prince, seems appropriate:

> ....Grown-ups love figures. When you tell them that you have made a new friend, they never ask you any questions about essential matters. They never say to you, "What does his voice sound like? What games does he love best? Does he collect butterflies?" Instead, they demand: "How old is he? How many brothers has he? How much does he weigh? How much money does his father make?" Only from these figures do they think they have learned anything about him. (De Saint-Exupery, 1943, p. 17-18)

Survival in the world requires some of the more cognitive objectives. But what is the most important area of measurement? Can choice or judgment of the teacher be evaluated when objectives are developed? What are the important goals in education? Do these goals foster change or do they still limit some of the real feelings of students? How do we measure feelings?

When developing objectives for accountability, individuals should take into consideration not only the measurable items, but what a student can do in terms of performance. De Saint-Exupery further illustrates:

> "If I ordered a general to fly from one flower to another like a butterfly, or to write a tragic drama or to change himself into a sea bird, and if the general did not carry out the order that he had received, which one of us would be in the wrong?" the king demanded. "the general or myself?"

> "You", said the little prince firmly.
>
> "Exactly. One must require for each one the duty which each one can perform," the king went on, "accepted authority rests first of all on reason. If you order your people to go and throw themselves into the sea, they would rise up in revolution. I have the right to require obedience because my orders are reasonable." (DeSaint-Exupery, 1943, p. 38)

Objectives have to be reasonable. Who is accountable and for what?

Educational practices and procedures operate in the same way as any other American institution. Institutions have been credited with presenting some of the greatest stumbling blocks in the path of education. Our present American way of life has followed a definite pattern of traditional behavior. These institutional patterns of behavior, even if some do seem to hinder, are accepted as the American way of life. Present institutions are the best we now have. Any change in traditional styles that tries to exercise rights outside the 'club' has in the past been branded as different. Will accountability follow these patterns?

Critics of teacher education - Holt, Postman, Herndon, and Goodman, to name a few - are plentiful in the United States. Most of them tend to stand at a safe distance from places where teachers are educated. Radicals, such as Rubin, in his book, Do It, and Hoffman, in his book, Revolution for the Hell of It, have stated in drastic terms that institutions, including schools, should be completely destroyed. Most critics advocate that complete change is necessary before any desired effect can be accomplished. Our basic philosophy of education has been strong, and destruction of basic institutions is the wrong approach to improving educational systems. Change has to take place through established institutional channels.

Behavioral objectives, in regard to accountability, have been pushed from the top downward upon teachers instead of being developed upward from the grass-roots level. Many of these procedures reinforce institutional behavior instead of bringing about change. Combs, in an interview, relates:

> One of the saddest aspects of the current press for behavioral objectives is the contribution it makes to the further demoralization of teachers. Citizens these days are demanding change in education, and well over due. Unhappily, pressure can also destroy morale. (Bhaerman, Feb. 1973, p. 23)

Combs further states:

> Teachers already have too much to cope with. And now in many school systems it is proposed that they must add behavioral objectives to their already heavy loads.....legislators, national funding organizations, state and local school boards, administrators,

> and supervisors today are caught up in the belief that behavioral objectives will make a businesslike operation out of our public schools and surely save us all. Unfortunately, what teachers need today, in my opinion, is not more pressure, but more time to work with pupils... (Bhaerman, Feb., 1973, p. 23)

True, planning has to take place. Many trends in education can be measured in a positive fashion. However, many plans being pushed from top-down are bringing dehumanization into the classroom.

How can behavioral objectives bring accountability into the measurement of human interaction? Combs, Avila, and Purkey, relate:

> Next to our beliefs about ourselves, perhaps no others are more important than those we hold about what people are like and why they behave as they do. These provide the bases for every human interaction. In fact, they do more. Involvement with other persons is such an important aspect in our lives that our beliefs about the nature of people and what they are seeking determines in very large measurement our successes or failures in life. (Combs, Avila, Purkey, 1971, p. 62)

You say we cannot measure accountability by human means. Let's stop kidding ourselves - planning objectives, identifying competencies are most important. Thank heavens for individuals who have the ability to 'bootleg' methods of change into institutions. Indeed these individuals are special people.

One still asks, however, who is accountable, and for what?

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THE EFFECT OF CLASS SIZE ON TEACHING PERFORMANCE

by

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Research has shown that it seems illogical to treat class size separately from method. Among the earliest and most comprehensive programs of college teaching were the monumental studies of class size conducted at the University of Minnesota during the 1920's. These studies pointed to the conclusion that large classes are actually superior to small classes. Fifty-nine well-controlled experiments were reported by Hudelson (1928). The experiments involved such widely varying subject matters as psychology, physics, accounting, and law. In forty-six of the experiments, results favored large classes. Although many of the differences were not statistically significant, such differences favored large classes. In these experiments small classes averaged 25 to 30 students, but in actuality they ranged in size from 12 to 60 students, while large classes ranged in size from 35 to 150. Extreme differences in size were no more favorable to small groups than were the small differences.

More recent experiments have been less favorable to large classes in their results. Rohrer (1957) found no significant differences when retention of knowledge was measured one to two years after completion of the courses. Large size classes did not prove to be significantly inferior to small classes in any one course. However, in eight of the nine courses compared, the differences favored the small sized classes (Siegel, Adams, and Macomber, 1960).

Nachman and Opopchinsky (1958) found a small class to be superior to a large class in performance on surprise quizzes, but the two sizes of classes were not significantly different on the final examinations for which the students prepared.

Despite the lack of conclusive experimental support for their position, most college professors still believe small-sized classes to be superior to larger ones. For example, the professors at Miami University felt that large classes were about equal to small classes in covering content, but were inferior in achieving other objectives. The argument goes further; and, as Hudelson suggested, a large class may have sufficient motivational value for an instructor to cause him to spend more time in preparation of his lectures and thus can produce better teaching and greater student achievement. But if the effective lecture involves interaction between instructor and students, then the large class may be inferior even for lectures due to the fact that laboratory experiments suggest that fewer students raise questions or interpose

comments in large classes than they do in small ones.

Research in college courses using television classes with no discussion sections found that size of the group made no significant difference in the academic achievement of the class whatsoever (Vincent et al., 1960; Richman, 1965).

One of the earliest experimental studies on college teaching was that of Edmonson and Mulder (1924) on class size. This study was conducted in an education course in which there were two sections: one of 45 students and the other of 109 students. Both sections were taught by the same instructor in order to control the possible effect of instructor differences, and both sections used the same text and took the same tests. The discussion method was used in each section. Forty-three students in each class were paired on the basis of intelligence and past experience. This pioneer study led to the conclusion that class size is not a significant variable in effecting student learning as measured by the usual course achievement tests, although students preferred the small class (if 45 can be considered a small discussion group).

As in the size experiments reported in this paper with regard to the lecture method, there seems to be little theoretical reason for the choice of class size in this experiment. There is, in fact, some doubt as to whether either of the sizes chosen is optimal for discussion groups. However, similar results were reported by Hudelson (1928) when using classes of 20 and 113 in an education course, and also by Brown (1932) in comparing psychology classes. In fact, using special team procedures, Brown produced a slightly better achievement level in a group of sixty than was obtained from a discussion class of twenty-five. Support for small classes, however, comes from studies of the teaching of French conducted by Cheydleur (1945) at the University of Wisconsin between 1919 and 1953. With hundreds of classes ranging in enrollment size from nine to thirty-three, Cheydleur found the smaller classes to be consistently superior in the departmental examinations, with reliabilities of .72 to .95. These departmental examinations correlated about .8 with standardized tests of achievement in French. The only thing that is obscure in Cheydleur's report is whether or not some selective factor could have been operating.

Mueller (1924) in a pioneer study also found the smaller class to be more effective in an experiment comparing elementary psychology classes of twenty and forty students. A study of Schellenberg (1959) in a Western civilization course suggested that even the smallest groups in these studies may be above optimal size. Working with discussion groups of four, six, eight, and ten students, he found higher satisfaction and higher instructor grading in the smaller groups. While Schellenberg recognized that grades are an unsatisfactory criterion since the instructor's judgment may alter from section to section, he referred to laboratory studies of group problem-solving which pointed to optima in the range of a four-to-six person group. By contrast, however, one study indicated that group dynamics suffered whenever the class size dropped below five members.

From the standpoint of theory, one might expect increasing class size to have two effects. One of these would be an increase in the resources available to the group in knowledge, different approaches to the problem, and ability to provide feedback. The second sequence of a large

size class, however, is likely to be a decreasing ability to explore the total resources of the group because of the difficulty in obtaining a contribution from everyone. Further, with increasing size, group members are likely to feel restraint against participation (J.R. Gibb, 1951). The consequences of increasing feelings of threat in larger groups is that group participation is increasingly dominated by a few people. In Princeton classes of four to twelve students, Stephen and Mishler (1952) reported that increasing group size was related to increasing instructor dominance. Thus group size becomes a much more relevant variable in classes taught by discussion than it is in those taught by the lecture method.

Studies in the psychology of personality have shown that maximum personality development occurs in situations involving intimate pupil/teacher relationships which would seem to imply small class size (Richey, 1968). Studies have also shown that teachers of small classes tend to invent and adopt new practices, tend to give more individual attention, and to show greater understanding of the individuals, and tend to use a greater variety of teaching methods than do teachers of large classes. (Shane, 1961; National Education Association, 1968a).

However, studies have also shown that students in small classes tend to be more rude and discourteous, while students in large classes tend to share information with their peers more readily than do those in small classes (National Education Association, 1968a). There is also evidence that the student who is physically, mentally, or culturally different does significantly better in a small-size classroom than in a large one (Kehler, 1966).

Summary

It can be stated, therefore, that large lecture classes are not generally inferior to small lecture classes if one uses traditional achievement tests as a criterion. However, when other objectives are measured, then large classes tend to be inferior, as shown by the studies discussed earlier in this paper. Moreoever, students and faculty members feel that teaching is more effective in small classes; and, regardless of the validity of these feelings, any move toward large classes is likely to encounter strong resistance. The research results provide little basis for any specific answer to show what is the role of the lecturer in higher education.

Probably of more significance than class size per se is its relation to the teaching method used. For example, it might be stated that class size is of minimal relevance in teaching by television, of slight importance in teaching by lecture, but of considerable significance in discussion teaching. One unplanned consequence of increasing class size may be a restriction upon the teacher's freedom to vary his methods to fit his objectives.

A definitive answer to the question of optimum class size or pupil/teacher ratio cannot be found amid the mass of research data on the topic available at the present time. By using a multi-dimensional and a multivaried approach to research in the area, educators will perhaps be able